'It's complicated': Teachers' Strategies to Deal with the Challenges of the Online EFI Teaching

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ABSTRACT: The pandemic of Covid-19 has affected the education system, particularly in Indonesia. All teaching and learning activities should be set in an online learning environment. This situation requires the teachers to change their strategy in the learning and teaching process. This study aims to find out the challenges and also the strategies to deal with the challenges of teaching English in an online setting. The study applied a case study research design using a documentary video and semi-structured interview. The study showed that the teachers faced some challenges in online classes such as difficulty in monitoring the students, the lack of students' motivation, the student's network instability, and lack of students' participation. The results of the study also indicates that the teachers applied the strategies in online setting classes such as combining synchronous and synchronous, playing a song, using other learning applications, giving an additional score, etc.

KEYWORDS: Challenges, Coping Strategies, Indonesian EFL, Pandemic Covid-19, Online Teaching

1. INTRODUCTION

In early January 2020, the World Health Organization declared the spread of Covid-19. A recent study has shown that the Covid-19 pandemic gave shockwaves to the people around the world across the education setting on an unprecedented global scale, with lockdown requirements, physical distancing, and online classes introduced swiftly in most countries (Johnson, et al., 2020; Noor et al., 2020) and Indonesia was no exception. Due to the impact of the Covid-19 pandemic, at the end of March, the Minister of Education of Indonesia made the decisions regarding school and university closures with no exception. All students are required to study from home, and teaching-learning activities should be set in an online learning environment. This shift applies to all grades and courses. In this situation, the role of schools and teachers is very influential in the effectiveness of the online teaching and learning process. Therefore, all schools should prepare facilities and innovative technology for teachers in teaching in an online setting. Meanwhile, teachers themselves should be ready and capable of conducting online teaching. Moorhouse (2020) argues that online teaching requires careful consideration of how teachers can adapt to these new changes along with their pedagogical practice.

In dealing with the Covid-19 pandemic, all teaching and learning activities should be set in an online learning environment. There are recent studies that examined teachers' challenges with online learning. Noor et al., (2020) investigated Pakistani school teachers' perceptions concerning their online teaching. The result found the most challenges faced by teachers in delivering online learning such as uncooperative learners, limited availability of educational resources, lack of ICT knowledge among teachers and students, and poor network infrastructure. A survey with 239 Polish teachers of early education conducted by Kruszewska et al., (2020) revealed the challenges of the majority of teachers were lack of proper resources and motivation, technical distractions, and lack of communication with the students and parents.

2. LITERATURE REVIEW

2.1. Online Teaching and Learning

In the last two decades, online teaching and learning have been commonly used in higher education (Martin et al., 2019; Howard et al., 2021). Several applications and platforms are available to support online teaching and learning, such as discussion, assessment, sharing, and interaction. Online teaching refers to the process of educating people via the internet, it is a kind of education that takes place over the internet. Teaching online requires technological skills, and different pedagogical approaches from face-to-face teaching, to supporting online learning (Gurley, 2018; Howard, et al., 2020). Meanwhile, online learning is a learning system without an immediately face-to-face system between the teacher and students which requires an internet network.

Online learning activities can be conducted in synchronous, asynchronous, or a combination of both which is called blended online learning. Azlan et al., (2020) reveal that online learning can be divided into synchronous and asynchronous learning. Synchronous online learning is similar to a traditional classroom environment which allows students to participate in real-time learning activities. Meanwhile, asynchronous online learning is often considered to be more student-centered in which teacher and

student interactions are not instantaneous. However, either synchronous or asynchronous has its advantages and disadvantages. Thus, teachers must consider how to combine synchronous and asynchronous online learning activities properly.

2.2. Teaching English in the Online Setting

The extraordinary growth and improvement of technology have affected various aspects, including the education aspect over the last few decades (Mutambik, 2018). In conducting online English learning, teachers' role must be supported by the information technology, and the curriculum developers as explained in Fein and Logan (2003) to help students. This required a complete shift in the pedagogical approach to teaching and learning, and the use of a range of new technologies (e.g., Gurley, 2018; Howard, et al., 2020).

Online learning is not the same as teaching activities carried out in different situations; it requires working using a new set of challenges that are as pedagogical technology (Williamson, et al., 2020; Yandell, 2020). Therefore, the English teacher's knowledge of technology and its applications including the skill of the use of software, hardware, and web applications are needed to address the English teaching transition to an online learning environment. As (Eickelmann and Gerick 2020; König et al., 2020) said that teachers had to change to online teaching and implement new approaches which require them to use various digital tools and resources to deal with the challenges of online teaching and learning. However, setting an English course totally in an online setting is not easy, facing the fact, that each student has different technological challenges, available material resources, and motivation in learning English.

2.3. Teacher's Challenges and Strategies in Adapting Online Learning

The outbreak of the Covid-19 pandemic has changed the way teachers practice teaching in the classroom (Zhang et al., 2020; Noor, et al., 2020). Kruszewska, et al., (2020) pointed out that teachers had to replace their education methods practically overnight from face-to-face learning to distance learning. Therefore, the rapid transition from face-to-face to online teaching has entailed some challenges such as maintaining communication with students and supporting students' learning progress. Many teachers face some challenges in adapting to online teaching modes because of their limited expertise in teaching in an online setting. According to (Hossain et al., 2022) challenges refer to the obstructions that hinder the participation of both students and teachers in the process of online education or distance learning. Challenges in this context constitute the obstacles that English teachers encounter while teaching English in the online setting. Many teachers who are new to online learning in this current situation are likely to report that they have to face increased workloads and various challenges concerned with using technology, communicating with students, organizing synchronous sessions, and measuring student outcomes (Choi & Park, 2006; Conceição, 2006; Marshall & Shannon, 2020).

There are five general strategies used in the online learning process; first, adapt the courses to online learning. Second, set clear expectations of learning objectives. Third, build real-time online communication. Fourth, keep in communication with students and parents. Fifth, consider the appropriate platforms. Besides, Oliver (2006) revealed three strategies that are used in the online learning process; first choosing and developing proper course content for flexibility in creating an online learning environment. Second, build active and engaging learning activities, as the activities must provide clear learning objectives for students to deal with the course, and content (Duffy & Cunningham 1996; Oliver 2006). The third and final strategy is to keep learning support, which online learning environments need learning support to guide students and to provide feedback, such as academic support, library support, and counseling.

2.4. Previous Studies on the Teachers' Strategies to deal with the Challenges

Recent studies have shown that the Pandemic of Covid-19 has significantly affected the education method over the world. Several studies on the issues of teachers' experiences and challenges of online teaching have been investigated in some countries. To begin with, Kruszewska, et al., (2020) results revealed the teacher's issues during 'remote education' such as lack of information technology equipment in the student's homes, lack of communication, lack of motivation among students, and health problems that arise among students. Khanna & Kareem (2021) explored the experiences of five primary class teachers in India. The finding demonstrated that the teachers found some challenges related to young students which were lack of appropriate resources, low attention, technical distractions, a lack of physical development, and socialization.

Noor, et al., (2020) investigated Pakistani school teachers' perceptions concerning their online teaching practices during the pandemic. The result found most challenges faced by teachers in delivering online lessons via Google Classroom, Zoom, and Microsoft Teams such as high-cost internet packages, low attendance, uncooperative learners, low teachers' technology confidence, limited availability of educational resources, lack of ICT knowledge, and poor network infrastructure. In addition, Watson (2020) shared her reflection as an English teacher. The result found that many students were taking care of their younger siblings, and there was also a lack of access to technology. The strategy to deal with the challenges, the teacher kept social-emotional benefits, as it formed a strong relationship with students and their families.

Additionally, Nasri et al., (2020) shared their experiences of online English teaching and learning which faced some difficulties, such as a lack of stable Internet access, an un-conducive environment for online learning, and also limited interactive activities with the students. The strategies to deal with the challenges, teachers must develop student-content interaction, student-lecture

interaction, and familiarize themselves with online platforms. The interaction may be in the form of asynchronous or synchronous feedback.

Another study in the Indonesian context by Lestiyanawati and Widiyantoro, (2020) investigated teachers' challenges and strategies in conducting online learning. It was found that many challenges arise, such as the inability of teachers to access technology, lack of school facilities to support e-learning, difficulties in explaining the material, students' limitations in accessing the internet, students' economic backgrounds, and lack of a parent's support system. However, there were three strategies to deal with the challenges; implementing video conferencing, online chat, and incorporating online chat and video conferencing in online teaching. Mahmood (2020) also shares some strategies for designing successful online teaching-learning, such as sharing resources and material before the class for creating interactive online classes and also making collaborations with telecommunication industries, to overcome students' internet connection issues.

Based on the previous studies above, it could be concluded that most of the research only focuses on the challenges faced by teachers when teaching in the online setting. Moreover, there is not much information from the previous studies focusing on exploring the English teacher's strategies to deal with the challenges when teaching English in an online setting. However, there was little information about the strategies used by the teachers to deal with the challenges of online teaching. To fill the gap, the present study focused on exploring the English teacher's strategies to deal with the challenges of teaching English in the online setting through a case study.

3. METHOD

The conducted research was held using a case study design that focuses on the challenges and strategies used by English teachers to deal with the challenges of teaching English in the online setting. According to Johnson, & Christensen (2017), case study research is a line of qualitative research that emphasizes a detailed contextual analysis of a particular event or condition. It is one of the qualitative approaches which involves the case study within real-life, contemporary circumstances or setting (Yin, 2009) through detailed, in-depth data collection, and investigation of real-life cases, thus the researcher can gather accurate information that is not lost over time (Creswell, 2013). This present research was conducted at one senior high school in Banyuwangi, East Java, Indonesia. Two English teachers were purposively selected as the research participants of this research. In selecting the participants, the purposive method was used to provide detailed information and a deeper understanding of the phenomenon being investigated (Creswell, 2012). A documentary video was used to collect the data. Furthermore, a semi-structured interview was also elaborated in gaining the information to support the findings of the research. As (Gill et al., 2008) stated a semi-structured interview was used to get in-depth information. The interview was conducted through Zoom Calls and was recorded by using a recorder application within zoom. The two participants were interviewed once on the same day but different schedules. The data were analyzed using Thematic Analysis by Braun, V., & Clarke (2006) included six stages or steps namely; familiarizing the data, generating codes, searching for themes, reviewing themes, defining and naming themes, and producing a report.

4. FINDINGS AND DISCUSSION

The most representative data extracts from the participant's responses will be presented in each theme. Concerning respondents' anonym, the English teachers' pseudonyms will be written in brackets after every quotation.

4.1 Findings

After collecting the data and analyzing them, some findings were obtained. There were found some challenges and strategies used by teachers. The challenges and strategies to deal with the challenges are summarized in *figure 1* and *figure 2*.
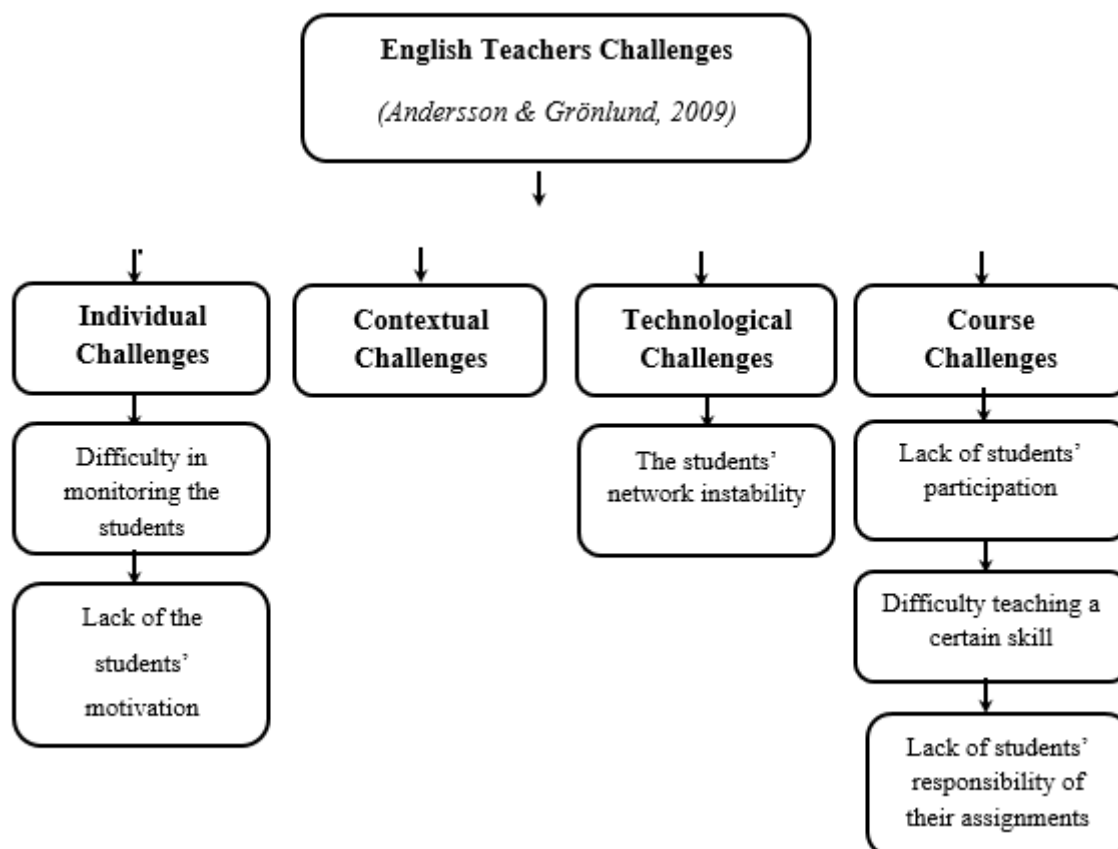
'It's complicated': Teachers' Strategies to Deal with the Challenges of the Online EFI Teaching

Figure 1

4.1.1 English Teachers' Challenges
4.1.1.1 Individual Challenges

Individual challenges are related to personal limitations of the individuals both the students and teachers that might obstruct the teaching and learning process. Those challenges are difficulty in monitoring the students and lack of the student's motivation.

4.1.1.1.1 Difficulty in monitoring the students

Monitoring students' learning progress is crucial to fostering and encouraging all the students to build classroom expectations. However, when the teaching-learning process shifts in the online learning environment, the teachers feel different because they cannot meet the students directly, and there is a limitation in controlling students where the teacher cannot monitor the students one by one. This is indicated by their statement during the interview:

"The feeling, it's definitely uncomfortable, because online and face-to-face learning definitely feels different... If the student says he is sleepy in face-to-face learning, I'll just walk toward him to say, *"Let's wash your face" "Ok, try to answer this question."* But, when teaching English is done online, I can't monitor them one by one, so the students might feel no one is in control, and they feel out of focus." *(Sofi, interview 30-05-22)*

"My feeling, there are negative and positive feelings. It means that there is a negative impact that we cannot meet with the students directly because it is different when we teach offline…." *(Bayu, interview 30-05-22)*

4.1.1.1.2 Lack of the students' motivation

Lack of student motivation refers to the students' low level of motivation when they are learning English in an online setting. These changes in learning provoked the students' motivation in learning English in the online setting which make them feel sleepy, lazy, and not focused during online learning. This statement can be seen in the interview as follows:

"If individually, especially students. Students often give complaints such as*; "Miss, when I'm taught online, I'm sleepy" "I'm not focused" and "I can't follow the lesson well, so it's better to face to face learning"* some of them stated their individual challenges like that. They feel unfocused because they were learning from home…" *(Sofi, interview 30-05-22)*

"The teacher asks the students to give their opinion about the poem. There is a long silence and most of them turn off their cameras while discussing the material. In addition, the students tend to be passive because of a lack of motivation in learning online." *(The researcher notes from video 1, 00:11:35)*

In addition, Bayu strengthens the data collected from documentary videos that the students tend to be passive in the online class. This statement is supported by the interview as follows:

'It's complicated': Teachers' Strategies to Deal with the Challenges of the Online EFI Teaching

"So, it's complicated. The first is for the individual, for the individual himself, students tend to be more passive. For example, if they are not appointed one by one, no one will usually answer the questions…" *(Bayu, interview 30-05-22)*

Moreover, Bayu explained that the student's motivation to learn English online is very low. This statement is also supported by the interview with Bayu as follows:

"If we teach in social studies class, the student's motivation is low. In contrast with science studies class, some students are active. In social class, students rarely join zoom. I've experienced where there are about 25 students in a class, but almost half of them are not joined, maybe the problem was the signal…" *(Bayu, interview 30-05-22)*

4.1.1.2 Contextual challenges

The context of online learning is the society in which online learning takes place, including rules and regulations, and also infrastructure. The place of this research provides complete online learning facilities to help both the teachers and the students who need help such as Wi-Fi access or supported device. Thus, the teachers face no challenges related to online learning facilities. This result is supported by the interview with Sofi and Bayu as follows:

"…The school will give such facilities through the homeroom teacher. The homeroom teacher will register the students who need devices to do online learning, and after the data is obtained, the school will prepare a computer lab for students to use for online learning. There are support facilities from schools during online learning. It was very supportive and I have no problems with it" *(Sofi, interview 30/06/22)*

"For the facilities, there is no challenge…"*(Bayu, interview 30/06/22)*

4.1.1.3 Technological challenges

Technological challenges refer to the inadequate infrastructure that may obstruct the teaching-learning process and it includes the use of learning applications, internet connectivity, devices, etc. However, based on the documentary video, the teachers faced no challenges. In addition, in the interview section, the teachers said that they didn't face any difficulty in the use of online learning applications. This statement was confirmed during the interview as follows:

"…To communicate with students I usually use WhatsApp groups. Meanwhile, for the meeting, there are several options that we can use such as Themes and also zoom. So far, there are no technical challenges because Wi-Fi is ok, the device is capable, and for the application, I can operate it too." *(Sofi, interview 30-05-22)*

"…Fortunately, the students are already accustomed to using technology, because when I'm teaching offline, I always use online learning applications such as Quizizz, and Kahoot, so it's not surprising at all for us…" *(Bayu, interview 30-05-22)*

However, the teachers found another challenge related to the students' network instability and lack of students supported devices:

4.1.1.3.1 The students' network instability

Network instability is one of the primary challenges that cannot desperate from online learning. Sofi explained that the students' network instability is a kind of technological challenge she faced, meanwhile, Bayu experienced another challenge related to down application:

"…Sometimes students say the signal is unstable so the explanations are interrupted, and the others not be able to join the class because of technical challenges or the device is not supported…" *(Sofi, interview 30-05-22)*

"When using the application, I found a challenge at that time that Google Classroom was down so I couldn't open it, then at that time Quizizz was also down, and Kahoot was also down, it might be because a lot of people were using it…" *(Bayu, interview 30-05-22)*

4.1.1.4 Course challenges

4.1.1.4.1 Lack of students participation

According to the interview, Sofi and Bayu had different challenges in implementing the online learning model. Sofi said that she faced no challenges in implementing the learning model, this was indicated by her statement during the interview:

"…There are no challenges with the implementation of the learning model…" *(Sofi, interview 30-05-22)*

Meanwhile, Bayu stated that the student's participation in the online class still lacked creating a lack of interaction between the teacher and the students.

"The teacher should call the students' names one by one to discuss together about the poems that have been given, If the teacher did not appoint the students, they would not participate in the learning process at all*" (The researcher notes from video 2, 00:16:00)*

"For the implementation of the learning model, I think students' participation in the online class is still lacking…" *(Bayu, interview 30/06/22)*

4.1.1.4.2 Difficulty in teaching a certain skill

The teachers said that they found a challenge related to difficulty in teaching certain skills such as listening and speaking skills. This statement is supported by the interview as follows:

"…Listening skill is difficult if I use a listening test, I play a conversation and there will definitely be problems such as *"Miss the audio is disconnected, Miss I can't hear the audio"*…." *(Sofi, interview 30-05-22)*

"Yes, there is a challenge in teaching listening skills. There's a challenge, so I have to repeat the audio until they hear it, but, if it's still not stable enough, then I won't continue to play the audio. I'll replace it with another task…." *(Bayu, interview 30-05-22)*

4.1.1.4.3 Lack of the student's responsibility for their assignments

According to the data collected from documentary videos, it was found that the teachers faced challenges related to giving and collecting assignments in the online setting (Sofi's video, 00:38:03) and (Bayu's video, 00:26:12). Moreover, in the data collected from interviews, the teachers explained that they experienced challenges in collecting the student's assignments:

"There is no challenge in giving assignments, but in collecting assignments I found some challenges. Sometimes the students do not complete the assignment on the day of the deadline. Some students confirmed that they are sick, they said, *"Yesterday I was sick, I couldn't do my assignment." "I can't connect"" It's not uploaded properly."* So, the problem is with the students when collecting assignments…." *(Sofi, interview 30-05-22)*

"Yes, if that's the case, there were a lot of challenges for sure. There are many such challenges I faced…." *(Bayu, interview 30-05-22)*

4.1.1.4.4 Lack of the students' involvement

Based on the data from the documentary video, it was found that student's involvement in the online learning process was still lacking.

"Yes, the challenge is that not all students can join zoom. There are some students whose Wi-Fi network instability and students' quota internet is not sufficient. Therefore, not all students can be fully involved in online learning activities. In addition, a lot of students turn off their cameras…" *(Sofi, interview 30-05-22)*

Similarly, Sofi's video also found that some students still turned off their cameras even though the teacher asked them to turn them on their cameras, which makes a non-optimal teaching process.
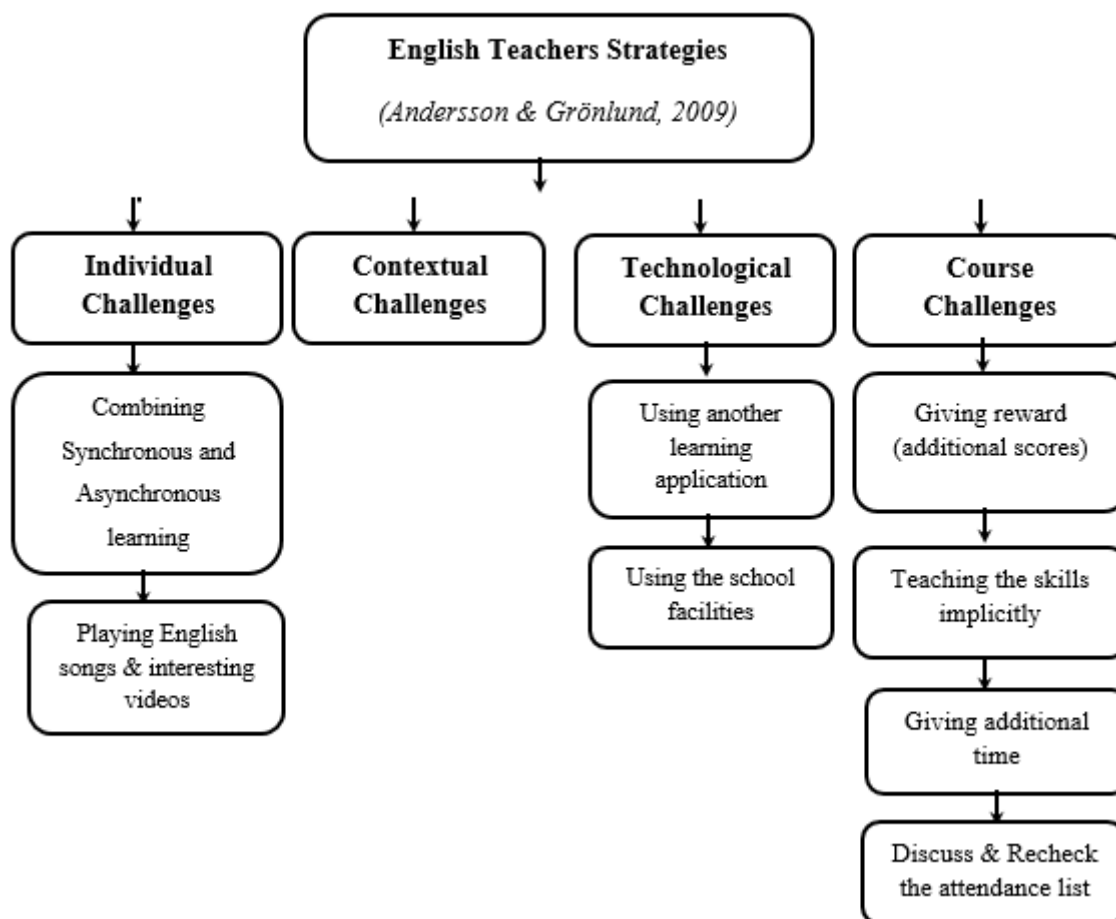
4.1.2 English Teachers' Strategies

Figure. 2

4.1.2.1 Strategies to deal with the Individual challenges
4.1.2.1.1 Combining synchronous and asynchronous learning

In the interview, the teachers explained that combining video conference and online chat discussion (synchronous and asynchronous learning) makes the students not easily lazy because the teachers could monitor the students by combining two applications.

'It's complicated': Teachers' Strategies to Deal with the Challenges of the Online EFI Teaching

"For communicating usually I use WhatsApp, a WhatsApp group. Meanwhile, for meetings, there are several application options that we can use as learning media such as Microsoft Themes, Google Classroom, and WhatsApp." *(Sofi, interview 30-05-22)*

"When the students are lazy, we use GCR (Google Classroom) even though we use zoom. So when we meet students face-to-face we use zoom, while for normal lessons we use GCR....." *(Bayu, interview 30-05-22)*

4.1.2.1.2 Playing interesting songs and videos

"Sofi said "...let's sing together first at the beginning like we usually do". It means that she always plays English songs to increase students' motivation in learning English in the online setting so that they don't feel sleepy or bored." *(The researcher notes from video 1, 00:06:15)*

"For students who are sleepy or bored, I usually play English songs, as well as ask questions about the songs I just played *"What's this song about? What's the story about? What is this lyrically talking about?"* I give the interaction first at the beginning, at least the students focus on the beginning of learning. So when I gave the material, they can follow my teaching and learning process from the beginning" *(Sofi, interview 30-05-22)*

"....Moreover, add interesting videos to the learning process. I usually use videos related to learning material..." *(Bayu, interview 30-05-22)*

4.1.2.2 Strategies for Dealing with Technological Challenges

4.1.2.2.1 Using another learning application

The teachers used another learning application to share the material if the students get into trouble with their internet. This was indicated by their statement during the interview:

"I send the PowerPoint after the lesson is finished so that the students who previously had problems in the learning process can listen to my voices and read PowerPoint in class groups or their Google Classroom." *(Sofi, interview 30-05-22)*

"If the signal suddenly disappears or unstable, I use the GCR (Google Classroom), I will share the material or PowerPoint that I have prepared on the GCR..." *(Bayu, interview 30-05-22)*

4.1.2.2.2 Using the school facilities

Bayu also said that the solution was given by the school, the school provides a computer room to help the students. This statement can be seen in the interview as follow:

"…If the student's house is in a remote area and the signal is usually unstable, the school provides services. There are students who study an MM major (Multi-Media) so the school provides a multi-media room/computer room for the students who don't have a cellphone or have problems with signals…" *(Bayu, interview 30-05-22)*

4.1.2.3 Strategies for Dealing with Course Challenges

4.1.2.3.1 Giving reward (additional scores)

This strategy was used by the teachers to increase the student's motivation to make them active in the teaching-learning process. "Sofi said that she will give a mark to active students *"remember, I will give a mark to the students who are active in my class".* The word 'mark' in this statement is an additional score" *(The researcher notes from video 1, 00:11:35)*

Similarly to Bayu's statement, during the interview, he said that he gave rewards to active students. This is supported by the interview as follows:

"…We have to motivate them and give them a reward. The reward is not in the form of any object, but we give an additional score. So who will be active in the class, that's the one with the greater score" *(Bayu, interview 30-05-22)*

4.1.2.3.2 Teaching the skills implicitly

The strategy dealing with the difficulty in teaching certain skills in the online setting is to put those skills in the learning process implicitly where the teachers do not elaborate such explanations overtly. As Sofi said in the documentary video (Sofi's video, 00:06:00-00:06:18) *"This is a popular song, I'm sure that you know the song but I have edited it in a short minute, so it's not a full song. So let's sing together first at the beginning like we usually do. It's good for training your speaking skill in English so it's ok to open your microphone and let's sing together".*

Besides getting students' attention, playing English songs or videos is to train the student's listening and speaking abilities. This statement is also affirmed by the interview as follows:

"The strategies to deal with the challenges regarding the difficulty in teaching certain skills is I'm not specifically teaching it, but I put them in the learning process implicitly. For example, as I said, I was playing English songs, at least their listening skill is trained, even though there might some challenges, but at least I teach it. At least I teach a listening skill in the learning process…" *(Sofi, interview 30-05-22)*

"...I have to repeat the audio until they hear it. But if it's still not stable enough, then I won't continue to play the audio. I'll replace it with another task…" *(Bayu, interview 30- 05-22)*

In addition, the strategies to teach speaking, both of the teachers agreed that inviting the students to discuss the material together is the best way. This statement can be seen in the following interview:

"...Meanwhile, teaching speaking skills is the same way, even though not all students have the opportunity to speak English in the online class, at least some students have a turn to discuss with me…" *(Sofi, interview 30-05-22)*

"...I once make a speaking assignment, at that time the material was about Biography, so I asked to interview them related to biography for example "What's your favorite hero in Indonesia?" like that. From the interview, we can also assess the student's speaking ability...." *(Bayu, interview 30-05-22)*

4.1.2.3.3 Giving Additional Time

To deal with the challenges related to students' late submission, each teacher had their own style of reminding the students about their late assignments, such as follows:

"If the problem is that they can't upload the answers, I allow them to submit their assignments privately via WhatsApp, they just need to provide their identity; name, and class, and they can submit them by WhatsApp. Then if the problem is because of illness or there is something that makes them unable to do their work, I give them additional time, *"Okay, you can do your assignment again, but this week it has to be collected"* there are instructions like that for the students who may need additional time. Moreover, if the problem is the students don't have internet data or can't upload assignments because of the device or the cellphone has a problem. The solution is, actually, this is never really happened to me but in case that is to happen, I would give them leeway, the students can write it down manually on paper and then collect it at school on my desk" *(Sofi, interview 30-05-22)*

"…..At the school, the teachers were demanding students' assignments *"Please submit your assignment immediately".* Even though the deadline has been over, we give additional time. About the task collection, I remind them in two ways. For example, when I teach online, I remind them by GCR *"Those who haven't done or submitted assignments, let's hurry up."* Then when I teach offline, I'll remind them again…" *(Bayu, interview 30-05-22)*

4.2 Discussion
4.2.1 The English Teachers' Challenges

Through documentary video and semi-structured interviews to obtain the data, it could be concluded that the teachers' challenges are elaborated in the following discussion:

The first challenge is difficulty in monitoring the students learning progress. Monitoring the students in the online setting is a difficult thing to do because the teacher and students are physically distant. In Sofi's experience (Excerpt 1), she cannot monitor the students one by one because of the limitation of interaction or contact with her students which makes the students feel out of focus when learning from home. Similarly, (Crawley et al., 2009) stated that many instructors struggle with the delivery of the content and engagement of their students due to a lack of visual and face-to-face contact with their students.

The second challenge faced by the teachers is the student's motivation in learning English in the online setting. The findings implied that the student's motivation is still low, and it causes a challenge for the teachers because they feel like speak for themselves and there is limited interaction. According to the interview, the teacher (Sofi) said that the students often feel sleepy when taught online because of a lack of motivation. In addition, the teacher (Bayu) explained that he struggles and feels different in teaching online because the students tend to be passive when it comes to online learning. Kruszewska, et al., (2020) affirms that the teachers indicated pupils' difficulties with motivation to learn is one of the most challenges taking into their work experience during online learning.

The third challenge is related to technological distractions. Internet connection issues or network instability is one of the primary challenges in this research. Based on the documentary video and interview results by Sofi, it can be seen that some students complain about their internet connection which makes them not able to hear the explanation clearly, and cannot join zoom because of a poor network. This is similar to the study result of (Azlan et al., 2020) that stated a poor connection can cause disruptions during live sessions, lowering the quality of course delivery. Besides, down application is also one of the technological challenges, as Bayu explained when teaching in the online setting sometimes learning application is down which makes him not able to use it as learning media.

The student's participation or interaction in the online class also gave a contribution to arising the third challenge when teaching English in the online setting. The obtained data from the documentary video showed that most of the students are less active in the discussion section and choose to longer silence. In the interview, Sofi said that students' participation was still lacking in the online class which created a lack of interaction between the teacher and the students.

The fourth challenge found in this research is the difficulty in teaching certain skills. Teaching English during the pandemic is not easy because each student has different ways of learning, issues, motivation, enthusiasm, and technical challenges have raised as problems (Barr & Tagg, 1995) and each teacher has his/her own challenges when teaching in the online setting. As found in this research the teachers explained that they have a difficulty in teaching listening and speaking skills because some of the students cannot hear the audio or cannot understand the material optimally.

The next challenge is related to collecting the assignment. This research found that the students often forget their assignments during online learning. This is evidenced by the results of the documentary video when the teacher asked the students to read their assignments but the students said they didn't finish the assignment yet. It is also supported by the interview results, both of the teachers explained that they found some challenges in collecting the students' assignments. This affirms by Atmojo & Nugroho, (2020) who stated in their research that some of their students submitted their work after the deadline.

The last challenge faced by the teachers is the student's involvement in the learning process. Based on the documentary video, it can be seen that the students' involvement is still lacking, they often turn off their cameras and choose to be a silent audience. The teacher in the interview also said that not all students can fully join zoom, meetings and get involved in online learning activities, even if they join zoom most of them turn off their cameras. Similarly, found in (Nambiar, 2020), the majority of teachers reported there was a lack of students' interest and involvement in the online class.

4.2.2 The English Teachers' Strategies

Through documentary videos and semi-structured interviews to obtain the data, the teachers' strategies to deal with the challenges they faced when teaching English in the online setting are elaborated in the following discussion:

Most strategies applied by the teachers are combining video conference (synchronous) and online chat (asynchronous). These results were supported by the interview and documentary videos, the teachers used the zoom to communicate with the students face-to-face, and utilized online chats such as WhatsApp group and Google Classroom to share the material and give the assignments. The teachers tried to apply these two online learning approaches to achieve learning goals.

Playing English songs and videos that are related to the material was one of the strategies used by teachers to increase students' motivation in learning English in the online setting. Based on the documentary video and the interview, the teacher played an English song and video to get the students' attention at the beginning of the lesson, so that it can motivate the students to follow the learning process. In addition, it can make the teaching and learning process not monotonous as usual. This fact is supported by (Parker, 2000) stated songs can be chosen as a medium so that learning becomes effective and interesting at almost all levels of proficiency.

The strategy applied by the teachers to overcome the students' network instability is teaching using other learning applications that consume less internet data, such as Google Classroom. As the teachers) said in the interview, that they share the material in the Google Classroom when some students struggle with their internet connection. Using online chats is one of the most applicable strategies because it is a free application that needs less internet quota (Lestiyanawati and Widiyantoro, 2020). In addition, the school also provides a computer lab that can be used for the students who get into trouble with their internet or their devices.

The strategy for dealing with the challenges when the students' participation is still lacking is to encourage them to speak up and give them a reward (additional score). This research found both teachers applied this strategy, they believed by giving an additional score to active students will motivate the other students to get the score so that they can be active in the online teaching-learning process.

The next strategy is teaching the language skills implicitly which means the skill was not taught specifically. This strategy can be seen in the documentary video when the teacher plays English songs and asks the students to sing a song together. The teachers also affirm by the interview, they explained that they did not exactly teach the skills, so they put the skills implicitly when teaching English. This is supported by (Eken, 1996:46) that songs can be used as the material for extensive and intensive listening.

There are two strategies used when the students always ignore their assignments. First, warn the students in a good way. Second, remind them about the responsibility of their assignment and then give additional time so that the students can submit their assignment even though late on the due date. Similarly, (Setyawan, 2020) that the teacher gives additional time to the students to submit their assignments and even allows them to submit them to the teacher's house directly.

Furthermore, to deal with the student's involvement, the teachers applied some strategies; first, suggest the students use the school's facilities that can help them to get supported facilities. Second, ask the students to discuss together if most of the students turn off their cameras, both of the teachers agreed that inviting the students to discuss the material together is one of the best ways to make the students turn on their cameras, and help the students to speak up in the online class. Online discussions provide students the same opportunity to participate and to speak so that their opinions can be heard (Vonderwell et al., 2007). Lastly, recheck their attendance to ensure the students join the class till the end.

The teachers also give additional strategies that might be used to create interactive online classes, namely; (1) Invite the students to discuss together, (2) Play interesting videos related to the material, (3) Use an online quiz application to practice the students' understanding of the material that has been learned. As Nugraha et al., (2021) said that the students will be more interested in the assessment process, and the process will be less intense because of the innovative and challenging content it provides.

5. CONCLUSION

Based on the documentary video and interview results, this research indicated that it addressed the research questions above. The teachers faced some challenges when teaching English in the online setting, namely: (1) difficulty in monitoring the students (Individual challenges), (2) lack of the student's motivation (Individual challenges) was one of the primary challenges that the teachers faced during the teaching in the online setting. (3) The students' network instability (Technological challenges), this challenge also become the primary topic of this research, where the teachers could not teach optimally because of students' network instability. (4) lack of students' participation or passive (Course challenges), (5) The difficulty in teaching a certain skill (Course challenges), (6) lack of the student's responsibility for their assignments (Course challenges), and (7) lack of the student's involvement (Course challenges). Based on the data, the 7 challenges that we found in this research, none of the challenges are

included in the contextual challenges category. So, the results of this research are different from Andersson & Grönlund, (2009) that we did not find any contextual challenges in my data.

There were also 7 strategies that English teachers used to deal with the 7 challenges they face when teaching English in the online setting, were: (1) combining synchronous and asynchronous, (2) playing English songs and videos, this strategy is used to encourage the 49 students' motivation. (3) using another learning application, (4) giving additional scores, to motivate the students actively participate in the online class. (5) teaching the English skills implicitly, (6) giving additional time to the students who are late in submitting their assignments, and the last strategy is (7) asking the students to discuss together and then recheck their attendance list. Based on the data, it can be seen that the teachers take an important role in dealing with the challenges for the continuity of the online teaching-learning process.

Moreover, based on the results of the interviews related to creating an interactive online class, the teachers provided some strategies that other teachers can use, namely: (1) inviting students to discuss together in the learning process, (2) playing interesting video related to the material in the English version, (3) using online quiz application to assess their understanding about the material and to make them enjoy the assessment process.

After conducting the research, we would like to give suggestions on the basis of what we have learned from the research findings. The first suggestion is for the English teachers, English teachers are expected to attend training about online teaching in order to understand in-depth the online teaching system to know how to keep interacting with the students, provide interesting learning material, and control all the students' attention so that learning objectives can be achieved even though in the online setting. Second, the schools must continue to support and facilitate the online learning process, and maintain good relationships with students' parents, to help the teachers monitor the students properly even when they are learning from home. Third, further researchers can also explore teachers' emotional experiences with regard to the challenges.

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7. DISCLOSURE STATEMENT

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