

The Challenges Faced by the Student-Teachers in Teaching Online English Learning

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Abstract

This research describes the challenges faced by student-teachers in teaching online English. The study aims to explain student-teacher teachers' experiences relating to classroom management during the student-teacher teachers' teaching practicum in junior high school. The research used the descriptive qualitative method. A semi-structured interview and online questionnaire were conducted with four student-teacher teachers to find their responses relating to their challenges, how they faced them, and the suggestions they gave for improving classroom management through an online classroom. The findings showed that the unpreparedness of student-teacher teachers and students during the transition from the offline classroom to online learning was a challenge in managing the online class.

Keywords

challenges; student-teacher; teaching English; online classroom



I. Introduction

The student-teacher program aims to make the students teachers gain teaching experience and form professional teaching staff. As a profession, a teacher must be able to manage the class that creates and maintains optimal learning conditions for achieving teaching objectives. Although classroom management is learned as a theoretical course in most faculties of education, it has been a problematic issue for the student-teacher teachers to handle classroom management problems in practice (Hammerness, 2011, p.165). Therefore, it seems vital for student-teacher teachers to develop at least the basic skills to respond to crises and to develop behavior change programs for students whose behavior violates classroom standards of conduct (Everston and Weinstein, 2006, p. 894). Effective classroom management is probably one of the educators' most essential responsibilities in any learning environment. It may be particularly true of beginning teachers, "when teachers bring up the foremost troublesome issue they knowledgeable in their first years of teaching, they mention classroom management and discipline most often" (Arends, 2012, p. 178).

Equally important, speaking proficiency has received the most significant attention among language teachers and language learners. It is because speaking is crucial to language learning. And helps students develop communicative efficiency (Bahrani and Soltani, 2012). Most students will be motivated to learn when they can relate to the material. Multiple strategies will most likely appeal to the varied learning styles of modern students. Cooperative learning and group projects allow students to interact constructively socially; plan group activities carefully to minimize the potential for disruption (Newton and Nation, 2009, C.F. in Anjaniputra, 2013).

This phenomenon becomes even more complicated when student-teacher teachers manage the class in an online classroom. The learning methods and strategies used in the

face-to-face class certainly cannot be maximally used in online learning. So new methods and techniques are needed that are more suitable for online education to take place optimally. In this regard, student-teacher teachers face several challenges due to a lack of training and experience. Therefore, the current writer tries to describe the difficulties faced by student-teacher teachers in managing the classroom in teaching English speaking through an online classroom. Research such as Gantini (2016) and Apriyani (2018), Sueb (2013), Keser and Yavuz (2018), Gantini (2016), and Daher and Baya'a (2008). It is necessary because it can help student-teacher teachers minimize the challenges faced in managing online classrooms, especially in teaching speaking skills. It can make students active, creative, and motivated to speak. Based on the background of the research, the writer formulates the questions as follows: What challenges do student-teacher teachers face in managing classroom teaching English speaking through online classroom? What are the student-teacher teachers' suggestions for improving classroom management in teaching English through online classrooms? The research aims to know the challenges student-teacher teachers face in teaching English speaking through online classroom management. To understand the student-teacher teachers' suggestions or recommendations in improving classroom management in teaching English speaking through an online classroom.

II. Research Method

The research used descriptive and analyzed using a qualitative approach. This study's objectives are to observe and find as much information as possible about the phenomenon. This method is also known as naturalistic inquiry (Sugiyono, 2006, p. 14) because it studies a phenomenon naturally. Sukmadinata (2012, p. 72 CF Setyowati, 2017), descriptive research describes and explains the phenomenon, natural phenomenon, or human phenomenon. The descriptive study examines activities, characteristics, changes, relationships, similarities, and differences to another phenomenon. In addition, Williams (2007, p. 66) indicates that the descriptive research approach is a primary research method that looks at the present state of affairs. Descriptive research consists of identifying the attributes of a specific phenomenon based on observations or exploring the correlation between two or more phenomena.

Concerning the description above, it is indicated by Fraenkel and Wallen (2012, p. 426) that a study on the quality of relations, activities, situations, or materials is often referred to as qualitative research. According to Creswell (2018, p. 41), qualitative research explores and understands the meanings individuals or groups attribute to a social or human problem. The research process includes emerging questions and procedures; data collection in the context of participants; inductive data analysis, from detail to general themes; and interpretation of the meaning of the data. The final written report is structured with flexibility.

In conclusion, this research was descriptive qualitative research. This research was qualitative in that the data is in word form. Meanwhile, the analysis was descriptive since the writer used the descriptive method. The description of this study focused on explaining the challenges faced by student-teacher teachers in managing the classroom in teaching speaking through an online classroom. The writer also used a qualitative descriptive study as it was able to provide more detailed explanations of the information.

The object of this study is the challenges faced by the student-teacher in managing the classroom in teaching English speaking through an online classroom and describe the student-teacher teachers' suggestions in improving classroom management in teaching English speaking through an online classroom. The writer used the interview and questionnaire to obtain the data. The participants of this study were fourteen English students of the Department of English Education from STKIP Cimahi who had practiced teaching.

They practiced teaching at a junior high school in Bandung for ten weeks. Three led the seventh grade, and one taught the eighth. This teaching practice is carried out when student-teacher teachers enter the eighth semester.

Fraenkel et al., (2012, p. 111) instruments are used by researchers in collecting data (such as a pencil-and-paper test, a questionnaire, or a rating scale). Two tools are used for collecting data in this research, initially collected through a questionnaire and then explored further through semi-structured interviews. Questionnaire to collect participants' information and to gain their initial insights on the research questions. Interview to connect the data result of the questionnaire with the student-teacher students' opinion. In this study, the writer used theory from Miles, Huberman, and Saldana (2014). It concluded in three steps; data condensation, data display, and drawing and verifying conclusions.

When preparing a questionnaire, one must pay attention to the determination of the measuring scale to obtain a general description of the respondent's characteristics and the respondent's assessment of each variable on the questionnaire. The writer uses a Likert scale; according to Sugiyono (2015, p. 199), the Likert scale is used to develop instruments used to measure the attitudes, perceptions, and opinions of a person or group of people on the potential and problems of an object, planning actions, implementing actions and the results of efforts. This type of measurement scale describes the measured variables as variable indicators. Then, the indicator is used as a point to refuse to arrange instrument items which can be a statement or question. So, the answer to each instrument item uses a Likert scale that has a gradation and is very favorable to very negative,

Based on the research method that has been stated, the information data obtained will be grouped and separated according to its type and given a percentage value, presented in tabular form and described with the Likert Scale percentage formula as follows:

$$P = \frac{F}{N} \times 100\%$$

Information:

P = Percentage

F = The frequency of each answer that the respondent has chosen

N = Number of respondents

Sugiyono (2011, p. 105), the measurement scale is an agreement used as a reference for determining the interval length in the measuring instrument so that the measuring device produces qualitative data. The answer is from respondents in the questionnaire who were given a score with good alternatives up to not suitable.

III. Discussion

3.1 Results

Related to the research question of the study, the writer would like to identify the challenges faced in managing the classroom in teaching English through an online classroom and describe the suggestion by the student-teacher teacher to improve classroom management in teaching English through an online classroom.

The questionnaire results were given to student-teacher teachers to determine the participants' responses to the challenges faced in managing the classroom in teaching speaking English in an online classroom. And to get an initial insight into the research questions further discussed in the interview session. The questionnaire consists of 22

statements that gave to four student-teacher teachers from the English education department who has implemented teaching practice course of subjects through the online classroom. The questionnaire was issued on November 26th, 2020, and interviews were conducted with one participant at different times from November 28th to 31st, 2020. The results of the data collection are described below.

The Challenges Faced by the Student-teacher Teachers in Managing Classroom in Teaching English Speaking through Online Classroom

Table 1. The Percentage of the Challenges Faced in Managing Classroom in Teaching English Speaking through Online Classroom

No	The Challenges Faced in Managing Classroom in Teaching English Speaking through Online Classroom	Percentage
1	Unstable internet network	70%
2	Students missed the instructions and explanations	70%
3	Lack of personal information about the pupils (e.g., unlisting student's phone numbers)	70%
4	Pupils distraction	75%
5	Difficulty in covering enough material	80%
6	Difficulty in communicating	75%
7	Not all students attended an online class at the agreed time	85%
8	Dealing with a considerably large group of pupils	85%
9	Students' lack of interest and motivation in class	65%
10	Cheating on tests	80%
11	Unwillingness to speak in the target language	75%
12	Postponing sending the assignments	90%
13	Students' disrespectful attitude	70%
14	Feeling the need for the physical presence	75%

An essential component in the online learning process is the internet network because communication between teachers and students in online learning requires stable internet access so that the online teaching and learning process runs well. Based on the questionnaire results, as many as 70% of the participants stated that an unstable internet network connection was one of the challenges faced by student-teacher teachers. And this was also one of the problems that occurred to students who took online learning, so its implementation was not optimal. To obtain a stable internet network, students and student-teacher teachers must have an internet quota to carry out online education. It was also an obstacle for students who had limited internet quota or did not have internet quota. Miscommunication often occurs between student and teacher when material delivery is only through short messages. Students can misunderstand, so it won't be easy to understand the material presented. Besides, students who did not attend online classes at the designated time missed instructions and explanations sent by the student-teacher teacher. As much as 70% of the questionnaire showed that students who missed instructions and answers given by student-teacher teachers

were one of the challenges. 70% of student-teacher teachers agreed that the lack of student personal information, such as unregistered students' phone numbers in the WhatsApp group, was a challenge for student-teacher because it was difficult for them to ask about student participation and assignments that students submitted.

Teaching online did not mean without student distraction. As many as 75% of the student-teacher teachers' questionnaire results agreed they received student interference during the teaching and learning process. The same thing was experienced by other student-teacher teachers when students continued to fill in the attendance list even though they had entered the material delivery session so that the student's attendance list paused the message conveyed by the student-teacher teacher. The delivery of the material was an essential factor in teaching and learning activities. When teaching learning switched online, this became a challenge for teachers to provide innovation and creativity in planning and implementing the learning process. As many as 80% of the answers came from student-teacher teachers; delivering material online was one of the challenges they faced. The teacher and student communication process must have a strategy where a plan in a message conveyed by the teacher to students can be accepted and digested correctly. As much as 75% of the questionnaire results, student-teacher teachers faced challenges in the communication process. The communication process in online learning is minimal and lacks interaction

Student attendance during online learning was sometimes difficult to be monitored by teachers and the school. Even teachers sometimes did not know the position of students when carrying out learning activities. The questionnaire results show that 85% of student-teacher teachers faced challenges from student absence in online learning activities. In every class, it can be ensured that there are always absent students. Large class sizes could make teaching more difficult; teachers were often stuck with too many students to handle. Without careful instruction planning, it could be challenging for student-teacher teachers to account for their large class sizes. 85% of student-teacher teachers agreed that dealing with a vast group of students made it one of their challenges in teaching online. One of the most significant supports for the success of learning was the interest in learning students. Students' growing demand for learning could be created with motivation in education. The task of an educator, in this case, a student-teacher teacher, was not only to deliver material or lessons but also to motivate students. The questionnaire results proved that as many as 65% of student-teacher teachers experienced challenges.

Online learning had no physical presence, so it was easy for students to think that they won't get caught when there were cheating. However, the existence of the Internet public sphere tends to be seen as a contestation space where corporate and state forces try with various ways to control and dominate it (Bo'do, 2019). In social media, individuals and groups interact with each other online through the internet network (Indriyani, 2020). With the internet, citizen media is able to disseminate information in the form of text, audio, video, photos, comments and analysis (Saragih, 2020). Online learning commonly cheats on exams and quizzes by obtaining outside information or answers. From the questionnaire results, 80% of the student-teacher teachers agreed. Unwillingness to communicate in English has become a familiar and usual problem in the context of foreign language learning. It was also a challenge for student-teacher teachers to teach English speaking. As many as 75% of the questionnaire, the student-teacher teacher faced challenges from students who were unwilling to communicate in English because they felt unconfident and unmotivated to communicate in English. They more often used their mother tongue. Judging from the questionnaire results, as much as 90% of student-teacher teachers agreed that in online learning, pupils sometimes become lazy and seem indifferent to doing the assignment given and their grades. Maybe this happened because there were too many assignments or they did not understand the material, so they often postponed the tasks. They tended to think that the important thing was they

were attending and following the lesson. Disrespectful or disruptive behavior that could interfere with the continuity of the teaching and learning process needed special handling by the teacher. Even though online learning where teachers and students only interact using media, students must maintain politeness with the teacher. From the questionnaire results, as many as 70% of student-teacher teachers got rude behavior from their students.

Creating a sense of presence in the online environment was very important. However, it could be a challenge for beginning students and student-teacher teachers to achieve a feeling of transparency. They might feel anxious and reluctant about the online environment and focus on technology rather than learning experiences, so they need a physical presence because they cannot adapt to the new environment. 75% of the questionnaire results proved that student-teacher teachers experienced these challenges.

Table 2. The Percentage of the Suggestion and Recommendations in Improving Managing Classroom in Teaching English Speaking through Online Classroom

No	Suggestions and Recommendations in Improving Managing Classroom in Teaching English Speaking through Online Classroom	Percentage
1	Carry out lesson planning, lesson preparation, and lesson implementation as well as possible	100%
2	Establishing rules and routines with students from the start and recalling those rules	85%
3	Establishing good relationships with the students	85%
4	Be more creative in using the platform	80%
5	Using different methods to teach	70%
6	Apply reward and punishment	75%
7	Prepare physically and mentally	85%
8	Learning more from experienced others	85%

Through good planning, at least it could anticipate or minimize problems that arise so that learning runs typically and learning success is achieved. 100% of the student-teacher teacher questionnaire results suggested planning and preparing, and 85% of student-teacher teachers suggested creating rules and routines in online classrooms. It was essential to understand some general rules for good online etiquette. It ensured that the message to be conveyed was received correctly. Among the rules and routines made by student-teacher teachers and students were taking online classes at a set time, filling in attendance by each student, making an agreement on the deadline for sending assignments, and being respectful. It was essential to maintain good relations between teachers and students. 85% of student-teacher teachers considered relationships and interactions good tools for online classroom solutions.

80% of student-teacher teachers said to be more creative in utilizing the platforms or media used for online learning. Meanwhile, from the interview results, 100% of the responses from student-teacher teachers used WhatsApp groups as a learning medium. One of them used Google Classroom to provide material, assignments or tests, and Zoom Meetings, but it was rarely used. Online learning requires teacher creativity in delivering teaching materials, so students do not experience boredom. An educator must have had to be responsible for organizing, directing, and using the right learning concepts with the proper method. The learning method should be very influential in the learning development of students. Therefore, considering this problem, 70% of student-teacher teachers suggested using

different techniques and activities for each online learning. Reward and punishment could be a practical tool for educating and disciplining students. Still, an appropriate way of implementation was needed, and the objectives of reward and punishment could be achieved. 75% of student-teacher teachers admit to implementing this method in their classrooms. A teacher who is a tutor to students in the teaching and learning process must always have equipped themselves with preparations before teaching, both physical and mental and cognitive readiness. 85% of student-teacher teachers agreed with this.

It was important for the student-teacher teachers to learn more from experienced people, such as their tutor teachers or guardian teachers, to learn more about students' character and other learning-related things. Always communicate with the tutor when they face difficulties to get the best solution. 85% of student-teacher teachers agreed with this statement:

3.2 Discussions

Online learning carried out by student-teacher teachers used WhatsApp Group to deliver material and send assignments to students. In contrast, one of the student-teacher teachers used Google Classroom to provide material, lessons, and tests. But in the end, students and student-teacher teachers used WhatsApp to provide further explanations or ask for assignments and student attendance, while Zoom Meetings was rarely used. Online learning requires smartphones/laptops, an internet quota, and a stable internet network. Still, some students did not have a smartphone, limited internet quota, and an unstable internet network where they live to carry out online learning. It was a big challenge for students and student-teacher teachers in the continuity of the teaching and learning process.

In addition, with online learning, student-teacher teachers were also overwhelmed in applying what methods should be delivered for students to understand the material presented. Communication limitations also made student-teacher teachers challenging to provide more explanations and less freedom in their interactions, such as in providing feedback. This online learning became less effective because there were reasons for students who did not submit assignments and were absent from online classes because of lack of network signal, internet quota, and sometimes parental assistance. The challenge was when students were late in responding to assignments, while teachers must immediately recap students' scores. In addition, related to the assessment, student-teacher teachers faced challenges due to the inaccuracy of collecting projects and monitoring students' honesty in evaluations. The study found that student-teacher teachers gave written assignments to students and oral tasks such as demonstrating dialogue with classmates and then sent via voice notes or student-teacher teachers made group video calls to see the students' speaking skills. Another thing that challenges student-teacher teachers in online classroom management is the student absence from class and student involvement in online learning. Another challenge was students' disrespectful acts, such as sending impolite stickers to their class groups and other disturbances during the online teaching and learning.

Student-teacher teachers gave suggestions and solutions in facing their challenges or improving classroom management in teaching speaking English through online classes. Among them, student-teacher teachers needed to prepare and plan learning methods so that the material could be appropriately delivered and apply routines and rules at the beginning before learning must be carried out to create good learning conditions. Student-teacher teachers should also use rewards and punishments in their classroom management, such as giving more value to active students, warnings to impolite students, and time tolerance for students who turn in late assignments. In addition, it was important for student-teacher teachers to build good relationships with students so that students did not feel awkward when asked questions they did not understand.

Another suggestion recommended by student-teacher teachers in implementing teaching practices was that student-teacher teachers should always establish good communication with both tutor teachers and guardian teachers. Besides that, they should also prepare physically and mentally. It was important for student-teacher teachers to equip themselves with a basic knowledge of the latest classroom management methods, especially in online classrooms, and make the best use of other learning media/platforms to increase students' interest and motivation to speak English through an online classroom.

IV. Conclusion

The unpreparedness of student-teachers and pupils during the transition from face to face learning systems to online learning systems made both teachers and students face several challenges in managing the classroom. However, online teaching could not be effective if teachers and students were not ready. Online learning was considered ineffective for student-teacher teachers because it was not ideally providing learning materials. Online learning media was also considered not optimal for student-teacher teachers and pupils. The lack of students' enthusiasm for learning made online learning less interactive and made the students lazy doing assignments. There were several supporting factors in online learning, including smartphones, sufficient internet quota, and a stable internet network availability. In addition to the supporting elements, some obstacles were faced by student-teacher teachers in learning, such as not all students having smartphones, limited internet quota, and lack of parents' support. Parents play an important in implementing online learning because parents are directly involved in guiding and supervising students in online learning. Giving motivation was meaningful for students. It was done to motivate students even though they are learning from home. Reasons must be coupled with the development of the ability of student-teacher teachers to manage classrooms. Creative activity for student-teacher teachers to the effectiveness of media or platforms for online learning could foster students' motivation in learning English, especially in teaching speaking skills.

Several suggestions were to improve classroom management in teaching speaking through online classes. Internet connection problems, internet quota, and smartphones, which students must prepare to participate in online learning activities, must be addressed immediately by the school and government by providing internet and smartphone quota assistance for underprivileged students. For further research, it is advisable to take a relatively large sample size and make field observations to make direct observations. Exploring other challenges student-teacher teachers face when carrying out teaching practices is also necessary. This study only described the problem from the teacher's point of view. It would be interesting to study online learning problems from the point of view of students experiencing online learning for the first time.

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