



INVESTIGATING ENGLISH TEACHING STRATEGIES TO REDUCE ONLINE TEACHING OBSTACLES IN THE SECONDARY SCHOOL

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Abstract

The teachers became the key in teaching-learning activities. Teachers had a relation to the students' success in learning English. So, the English teachers should know the best strategies should be implemented to teach English. It included the strategies to reduce the obstacles that they experienced in online teaching process. This study generally investigated English teaching strategies to reduce online teaching obstacles in teaching English using E-Learning Madrasah Platform at MAN 1 Bandar Lampung. This research was carried out through a case study. The subjects were four English teachers at MAN 1 Bandar Lampung. The data were obtained from a questionnaire, an interview, and an observation. The data were analyzed through data collection, data reduction, data display, and conclusion. The findings showed that English teachers applied several strategies to reduce online teaching obstacles in teaching English using E-Learning Madrasah Platform. The strategies were applying asynchronous strategy, using an alternative media to support online teaching process, designing lesson plans, material, and online learning activities properly, explaining the materials through video conferences, instructing the students to do the assignments clearly, assessing the students' works properly, and giving oral and written feedback to the students' work to make the students were enthusiastic in boosting their learning achievements. In conclusion, all English teachers could reduce the obstacles aligned with each obstacle found.

Keywords: e-learning madrasah, english teaching strategies, online teaching obstacles

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INTRODUCTION

The Indonesian government has been implemented online learning regulation because of COVID-19 Pandemic. Online learning that ever seemed impossible, now, has been implemented in Indonesia as a new regulation in Indonesia to overcome the lack of meeting in the classroom (Pustika, 2020; Mandasari and Aminatun, 2020). This regulation has instructed by the Minister of Education and Culture of Republic Indonesia (Minister of Education, 2020). The English teachers should teach English subject by online teaching in this pandemic situation like using online platform (Putri & Sari, 2020; Sari and Oktaviani, 2021; Mandasari and Wahyudin, 2021). Moreover, Sari (2020) stated that the English teachers have an important role to guide the students in achieving learning objective during online teaching process because the successful online teaching and learning process depends on the teachers and the students' participation (Sari, 2018a). The English teachers also need to plan the lesson carefully and deliver the material creatively so the English teachers need to take control about using technology and how to implement the technology in an online teaching process (Wahyudin and Kuswoyo, 2016). Next, he teachers nowadays may use technology as a medium to teach online (Aminatun and Oktaviani, 2019; Oktaviani and Sari, 2020). Online learning platform can be used by the English teachers to conduct online teaching (Uslu, 2018). According to Hakim et al., (2019), the English teachers and the students can be helped by using E-Learning Platforms as a learning medium to achieve sufficient and efficient online learning goals. Moreover, it also helps students to achieve their academic performance (Mandasari, 2020). Several types of online learning platforms can be used by the English teachers and the students to implement the online teaching and learning process. The online learning platforms are including Zoom Application, Google Classroom, Google Meet, or Learning Management System that includes E-Learning Platform, E-Learning Madrasah, and Moodle and Edmodo.

Mandasari (2016) and Pustika (2019) state that the English teachers know the best approach should be implemented in teaching English so it can facilitate students in achieving their future career or study. There are several indicators to implement online teaching and learning process effectively (Meylani, et al., 2015). First, the teachers and the students should have an active role in the online teaching and learning process. Second, conducting online teaching using online learning platforms. Third, the students should be active in participating on an online class. Fourth, there is a post-test for the students at the end of online class. Fifth, the students should be given a quiz and the feedback of quiz result by the teachers. Sixth, interaction is needed on an online learning environment. Therefore, this online teaching and learning lead students be autonomous learners and achieve learning objective (Mandasari and Aminatun, 2019).

In the previous study that was conducted by Atmojo and Nugroho (2020) showed that EFL teachers' strategy to implement online teaching used learning management system, chat and message, video conference, content maker, video streaming and sharing, and an additional resource. Besides, the second previous study was conducted by Lestinawati and Widiyantoro (2020) showed that teachers' strategies in online learning were implementing video conference and using online chat (WhatsApp and Google Classroom). This shift is also one of the effects of COVID-19 outbreak on education system that demands education institution transform need to change their instructional practices to entirely online (Muliyah et al., 2020).

Many online teachers experience challenges in online teaching process (Baran et al., 2011). Limperos et al., stated that there are several critical issues that affected online teaching and learning process; those are technology, time management, interaction, pedagogy, and assessment. Several issues or challenges in online teaching and learning that faced by the English teachers have been identified using Cooper's Framework (Kebritchi et al., 2016). Three categories that affected online teaching-learning challenges were instructors' issues, learners' issues, and content development issues. First, instructors' issues were including time management, teaching styles, transitioning from face-to-face to online learning. Second, students' issues were including students' expectations, students' readiness, students' participation, students' learning style (Wahyudin & Rido, 2020) and strategy (Lestari & Wahyudin, 2020). Third, content issues were including integration of multimedia in content development, and the content from face-to-face class to online learning class cannot be copied easily. This is showed that the English teachers found the obstacles in online teaching.

Based on the explanation above, the aims of this study is to investigate English teaching strategies to reduce online teaching obstacles in the secondary school. The novelty between this study and previous study is online learning platforms. The researchers conducted this research at MAN 1 Bandar Lampung. That school use particular online learning platform from school, namely E-Learning Madrasah Platform. The results of this study was supposed to provide proof of English teaching strategies to reduce online teaching obstacles in teaching English using E-Learning Madrasah Platform at MAN 1 Bandar Lampung.

METHOD

This research used a qualitative method. The qualitative approach in the form of a case study was used in this research. The subjects of this study were four English teachers at MAN 1 Bandar Lampung. The research instruments in this study were a questionnaire, an interview, and an observation. The questionnaire consist with ten "yes" or "no" statement that was regarding to English teachers strategies in teaching English to reduce the obstacles in teaching English using E-Learning Madrasah Platform. The questionnaire would be distributed through Google Form. Then, the interview was used unstructured interviews, so the researchers might give open-ended questions related to English teachers strategies in teaching English to reduce the obstacles in teaching English using E-Learning Madrasah Platform. After that, the researchers directly observe the English teachers when they were teaching English using E-Learning Madrasah Platform to observe their English teaching strategies to reduce the obstacles in teaching English using E-Learning Madrasah Platform.

The theory of data analyzing technique came from Sugiyono (2010). He stated that data analyzing techniques had four steps. Those were data collection, data reduction, data display, and conclusion. First step is data collection. In data collection step, the researchers collected the data of English teaching strategies to reduce the obstacles in online teaching using E-Learning Madrasah Platform. The data had gained in rough shape. Second step is data reduction. In data reduction step, the researchers was transforming the raw data that showed from recorded data. Third step is data display. In data display step, the researchers would present the data in the form of table for observation result and questionnaire result. Meanwhile, the researchers would present the data in the form of briefly description for interview result. Fourth step is conclusion. The researchers concluded clearly in this study.

FINDINGS AND DISCUSSION

This section describes the research findings of the study by investigating English teaching strategies were applied by English teachers to reduce online teaching obstacles in teaching English using E-Learning Madrasah Platform. The table below describes the result of each item of questionnaire. The result can be seen as follows:

Table 1. The Questionnaire Result of English Teaching Strategies to Reduce the Obstacles in Teaching English using E-Learning Madrasah Platform

Statement	Results	
	Yes	No
I can reduce the difficulty when facing signal interference or internet data limitation.	100%	0%
I can reduce the difficulty of time limitation in online teaching.	100%	0%
I can make the students follow online learning process even though students cannot access E-Learning Madrasah when disturbed by the signal.	100%	0%
I can reduce the difficulties in designing lesson plans, prepare, develop, and explain online teaching materials.	100%	0%
I give other strategies for the students who cannot attend an online video conference.	100%	0%
I can reduce the difficulties in building interaction and discussion session.	100%	0%
I can reduce the difficulties in instructing the students in the online class.	50%	50%
I can reduce the difficulties on giving an assignment or homework to the students.	50%	50%
I can reduce the difficulties in assessing students' assignments or homework in an online class.	50%	50%
I can reduce the difficulties in giving feedback to the students' assignments or homework in an online class.	50%	50%

From the table above, it could be seen that English teachers applied several strategies to reduce online teaching obstacles in teaching English using E-Learning Madrasah Platform. There were ten yes/no statements related online teaching strategies to reduce the obstacles. Six statements obtained 100% "Yes" and 0% "No". The rest obtained 50% "Yes" and 50% "No".

Firstly, the descriptions of the statements obtained 100% "Yes" and 0% "No". The first statement that obtained 100% "Yes" and 0% "No" is regarding to signal interference or internet data limitation. Four English teachers stated that they could reduce the obstacles in signal interference or internet data limitation when they were teaching English using E-Learning Madrasah Platform. The second statement that obtained 100% "Yes" and 0% "No" is regarding time limitation. Four English teachers stated that they could reduce the time limitation in online teaching English. The third statement that obtained 100% "Yes" and 0% "No" is regarding students' participation. Four English teachers stated that they could reduce the obstacles about students' participation in teaching English using E-Learning Madrasah Platform. The fourth statement that obtained 100% "Yes" and 0% "No" is regarding the design of lesson plans, material preparation, material development, and material explanation. Four English teachers stated that they could reduce the obstacles in designing lesson plans, material preparation, material development, and material explanation. The fifth statement that obtained 100% "Yes" and 0% "No" is regarding to video conference. Four English teachers stated that they could reduce the obstacles in conducting video conference. The sixth statement that obtained 100% "Yes" and 0% "No" is regarding to the interaction and discussion session. Four English teachers stated that they could overcome the obstacles in building interaction and discussion session.

Besides, the descriptions of the statements gained 50% "Yes" and 50% "No". The first statement that gained 50% "Yes" and 50% "No" is regarding to instruction. Two English teachers stated that they could reduce the obstacles in giving instruction to the students. The second statement that gained 50% "Yes" and 50% "No" is regarding to assignment or homework. Two English teachers stated that they could reduce the obstacles in giving assignments or homework to the students. The third statement that gained 50% "Yes" and 50% "No" is regarding to the assessment. Two English teachers stated that they could reduce the obstacles in assessing students' assignments or homework. The last statement that gained 50% "Yes" and 50% "No" is regarding to the feedback. Two English teachers stated that they could reduce the obstacles in giving feedback to the students' assignments or homework.

To invigorate questionnaire results, all English teachers were interviewed by the researchers. The questions related to online teaching strategies to reduce the obstacles in teaching English using E-Learning Madrasah Platform. From the interview, it was found that the English teachers applied several strategies to reduce online teaching obstacles in teaching English using E-Learning Madrasah Platform.

First of all, the English teachers applied an asynchronous strategies to reduce signal interference, internet data limitation, and time limitation in teaching English using E-Learning Madrasah Platform.

- T1 : "I apply an asynchronous strategy to reduce signal interference and time limitation in online teaching using E-Learning Madrasah Platform. So, the students given one week to finish their learning process and their tasks."*
- T2 : "I give one week for the students to fill the attendance list, read the material, join discussion sessions, and finish their assignments."*
- T3 : "I give more extended time for the students to finish their assignments".*
- T4 : "Because I apply an asynchronous strategy, I give the students one week to finish the activities."*

Second, the English teachers used WhatsApp group also to support online teaching process in reducing the obstacles when the students could not attend in E-Learning Madrasah Platform because of the signal interference or the website was down.

- T1 : "I ask the students to contact me in WhatsApp Group class if they could not attend E-Learning Madrasah Class when they were disturbed by signal interference or the website was down."*
- T2 : "I call the students on the WhatsApp group if they do not attend in E-Learning Madrasah class."*
- T3 : "If the students have a low signal in attending the online class, I allow them to communicate by WhatsApp group."*
- T4 : "If the students are disturbed by a signal, they could not attend an online class. Then, I allow them to communicate it on the WhatsApp Group. After that, the students can submit their work after the signal is stable during one week given."*

Third, the English teachers applied the strategies to reduce online teaching obstacles in designing lesson plans. The English teachers designed lesson plan properly between the learning objective, learning material, and online teaching process using the E-Learning Madrasah Platform.

- T1 : "There is a feature to design lesson plans that consist of sub-components in the E-Learning Madrasah Platform by aligning the learning objectives, the materials, the learning activities, and duration of teaching process."*
- T2 : "I am aligning the material, learning activities, and the duration of teaching. I fill those components into a lesson plan feature in the E-Learning Madrasah Platform."*

Fourth, the English teachers prepared the material in the form of PowerPoint and video explanations. The English teachers developed the material in written and oral materials under 10 MB capacity because the E-Learning Madrasah Platform's maximum capacity to upload the file was 10 MB capacity.

- T1 : "I prepare the material in the form of Powerpoint and video explanation under 10 MB capacity"*
- T2 : "I design the PPT consist of material under 10 MB capacity. Then, I attach the link of video material from YouTube to the E-Learning Madrasah Platform."*
- T3 : "I prepare and develop the material in video explanation and written material."*
- T4 : "I develop the materials in PowerPoint and video explanation."*

Fifth, the English teachers explained the material by conducting video conferences. The aim of conducting video conference in online teaching was to make the students easier in understanding the English teachers' materials. Through video conferences, the English language teachers could explain the materials directly to the students. Then, the students also could directly ask the English language teachers when they had the questions related to the materials.

- T1 : "I ask the students to read and watch the material in twenty minutes. After that, I ask them to join a video conference to listen to my explanation. If they have a question about the materials, I let them ask me a question"*
- T2 : "I invite them to join a video conference to listen to my explanation about the materials."*
- T3 : "I conduct a video conference to explain the materials to the students"*

T4 : *"..... I invite them to join a video conference to listen my explanation about the materials"*

Sixth, the English teachers conducted video conference by using Zoom Application because there were some obstacles in conducting video conferences using E-Learning Madrasah Platform. The obstacles were the limited participants, the maximum participants in video conferences only for ten students. Then, the sound was not clear in conducting video conferences using E-Learning Madrasah Platform. After that, the English teachers and the students could not attend video conference if the time to conduct video conferences has not started yet.

T1 : *"I apply the video conferences by using Zoom Application. Thirty-five students in each class can attend it and the sound is clear"*

T2 : *"I conduct online video conferences using Zoom Application. It provides more participants can join it. Even though many participants join a video conference, the sound is clear. The teacher and the students can attend Zoom Meeting, although the time setting has not started"*

T3 : *"I conduct a video conference to explain the materials using the Zoom Application"*

T4 : *"I am conducting an online video conference by Zoom Application"*

Seventh, the English teachers motivated the students to be active in discussion session. The students rarely participate in discussion session. So, the English teachers asked the students a question related to the material has explained to make the students active in answer the question. The English teachers would provide the additional score for those who answer the question. Moreover, the students would gain additional scores when asked or answered their friend's questions.

T1 : *"I ask the students some questions, and I tell them that I will give an additional score if they respond to my question"*

T2 : *"I motivate the students to be active in a discussion session. I ask the material's question, and tell them that I will give an additional score if they respond to my question."*

T3 : *"I ask questions, and tell them that I will give an additional score if they respond my questions. I will also provide an additional score for those who ask the question to the English teacher"*

T4 : *"I ask them questions and tell them that I will give an additional score if they respond to my questions."*

Eighth, English teachers wrote instruction clearly to reduce the obstacles in writing instruction to the students. They wrote the instruction consisting of what kind of task, how many questions should be answered by the students, and the assignment's deadline.

T1 : *"I write the instruction clear on the E-Learning Madrasah Platform. I tell what the students have to do in doing assignments or homework. Then, I tell dealine of the assignments."*

T2 : *"I write them as clear as possible....."*

Ninth, if the assignments given by English teachers in the form of audio recorder or video recorder, the English teachers used WhatsApp groups to accept students' assignments. This strategy was applied by English teachers to reduce the limited capacity to upload the documents on the E-Learning Madrasah Platform.

T3 : *"If the task in the form of an audio recorder, it needs more capacity to submit it on E-Learning Madrasah. It cannot be submitted on E-Learning Madrasah because the capacity is bigger than written task. I ask the students to submit their tasks on the WhatsApp group. After that, we will discuss it on WhatsApp group"*

T4 : *"I ask the students to submit their work in an audio recorder in the WhatsApp group class."*

Tenth, the English teachers assessed students' assignments manually to reduce the obstacles in assessing students' assignments. In the E-Learning Madrasah Platform there was no feature to set key answer, so the English teachers could not obtain the students' scores directly after they finished the quiz.

T1 : *"When I give them multiple-choice questions, I directly obtain their score. However, if I provide them with essay questions, I should check them one by one. I check it directly after the students finish their tests."*

T2 : *“If it is in the form of an essay, I should check it one by one manually. I need to print out their works to make me easier to check them.”*

Eleventh, the English teachers gave oral and written feedback to the students in WhatsApp and E-Learning Madrasah. The English teachers applied this strategy because the students rarely read the feedback on the E-Learning Madrasah Platform. When the students did not read the feedback on E-Learning Madrasah, they could listen to oral feedback and respond to WhatsApp.

T3 : *“I ask the students to read my feedback comments on their work. If I need their response toward my feedback, I send my feedback on personal chat on WhatsApp by using Voice Notes. My students will read the feedback on E-Learning Madrasah and listen to my Feedback on WhatsApp.”*

T4 : *“Because the students rarely read my feedback on their work. I give them oral feedback using Voice Notes in WhatsApp. They prefer to listen my feedback orally to writing. When I give them oral feedback, they directly listen and respond to my feedback.”*

Moreover, to reinforce the questionnaire and interview results, the researchers observed the online teaching strategies were applied by English teachers to reduce online teaching obstacles using E-Learning Madrasah Platform. The results of observation relating to the English teachers strategies to reduce the obstacles in teaching English using the E-Learning Madrasah Platform could be seen in the table below:

Table 2. The Observation Results of English Teachers’ Strategies to Reduce the Obstacles in Teaching English using E-Learning Madrasah Platform

No	Observation Aspects	T1		T2		T3		T4	
		Yes	No	Yes	No	Yes	No	Yes	No
1	The English teacher can reduce the difficulty when facing low signals or internet data.	✓		✓		✓		✓	
2	The English teacher can reduce the difficulty of handphone/computer in online teaching.		✓		✓		✓		✓
3	The English teacher can reduce the difficulty in operating technology.		✓		✓		✓		✓
4	The English teacher can reduce the difficulty of limited time in teaching English using E-Learning Madrasah Platform.	✓		✓		✓		✓	
5	The English teacher can make the students follow the online learning process even though some students have obstacles.	✓		✓		✓		✓	
6	The English teacher can reduce the difficulty in designing lesson plans.	✓		✓			✓		✓
7	The English teacher can reduce the difficulty in preparing the online learning material.	✓		✓		✓		✓	
8	The English teacher can reduce the difficulty in developing the online learning material.	✓		✓		✓		✓	
9	The English teacher can reduce the difficulty in explaining the online learning material.	✓		✓		✓		✓	
10	The English teacher may give a follow-up explanation if a students has not understood the material yet.		✓		✓		✓		✓
11	The English teacher can reduce the difficulty in conducting video conferences.	✓		✓		✓		✓	
12	The English teacher may give other strategies for students who cannot attend an online video conference.	✓		✓		✓		✓	
13	The English teacher can reduce the difficulty in building a good communication with the students.		✓		✓		✓		✓
14	The English teacher can reduce the difficulty in building a good interaction in an online learning class.	✓		✓		✓		✓	
15	The English teacher can reduce the difficulty in instructing the students in the online class.	✓		✓			✓		✓
16	The English teacher can reduce the difficulty in		✓		✓	✓		✓	

	giving an assignment or homework to the students.							
17	The English teacher can reduce the difficulty in assessing the students' assignments or homework.	✓		✓			✓	✓
18	The English teacher can reduce the difficulty in giving feedback to the students.		✓		✓	✓		✓
19	The English teacher can reduce the difficulty in conducting the computer-based test.		✓		✓		✓	✓
20	The English teacher can reduce the difficulty in providing remedial exam for the students.		✓		✓		✓	✓

Based on the observation result above, it could be seen that English teachers applied several online teaching strategies to reduce the obstacles in teaching English using the E-Learning Madrasah Platform. The strategies were giving more extended time for the students in completing the learning assignments, applying an asynchronous strategy, using WhatsApp group also in conducting online teaching, designing lesson plans properly, preparing and developing oral and written materials under 10 MB capacity, explaining the materials on video conference using Zoom Application, motivating the students to be active, instructing the students to do the assignment clearly, assessing students' essay assignment manually, using WhatsApp to accept students' work in the audio recorder, and giving oral and written feedback to the students' assignments.

This study was designed to investigate English teaching strategies to reduce online teaching obstacles using E-Learning Madrasah Platform. There were several strategies applied by English teachers to reduce online teaching obstacles. First, the English teachers applied asynchronous strategy to reduce the signal interference, internet data limitation, and time limitation. Dewi (2020) state that asynchronous strategy is the most adopted strategy for online teaching and learning process because the students are not time bound. Second, the English teachers also used WhatsApp group to reduce the obstacle when the E-Learning Madrasah Platform could not be accessed. So, the online teaching and learning process moved into WhatsApp group transiently. It is in line with Sari (2018b), Sari and Putri (2019), they state that utilizing WhatsApp group in online teaching and learning media contributes significantly to boost communication and interaction in online teaching and learning process. Moreover, Handayani & Aminatun (2020) also infer that WhatsApp can be used as an online learning platform since it is easy to operate and students give positive responses towards this medium. Third, the English teachers designed lesson plan properly between the learning objective, learning material, and online teaching process using the E-Learning that is so helpful for students to learn English at home (Ayu, 2020). Musingafi, Mhute, Zebron, Kaseke (2015) state that the teachers are responsible for preparing the materials and planning online courses' learning activities. Fourth, the best way for developing online class content should be integrated into technology and cultural content, so it can be more contextualized based on their daily life (Hathway, 2013; Ayu, 2020). The English teachers provided and developed the online learning materials orally and written under 10 MB capacity. This strategy was applied by English teachers because the maximum capacity to upload the materials in the E-Learning Madrasah Platform was 10 MB capacity. Fifth, the English teachers explained the materials to the students by conducting video conference using Zoom Application. This strategy was applied by the English teachers to reduce the obstacles in conducting video conference using E-Learning Madrasah Platform. Limited participants, unclear sound, and uncpuntuality became the obstacles in conducting video conference using E-Learning Madrasah Platform. Fauzi and Khusuma (2020) state that using Zoom Application can be the strategy to conduct video conference for online teaching for students to think and share ideas during online learning (Apriyanti & Ayu, 2020). Zoom Application can be accessed by all of the student. Then the sound and the unpunctuality is supporting online teaching and learning process. Sixth, motivation is necessary in online teaching and learning process. The English teachers motivated the students to be active in discussion session by providing additional score in reducing the less participated of the students when the English teachers asked them to discuss together. Students' participation in online learning discussion can be enhanced by motivation is the trogerring power of learning. Seventh, the instruction is needed for the students' in learning process (Rido and Sari, 2018). The English teachers wrote the instruction clearly. This strategy was applied to make the students understanding the instruction. Eighth, the English teachers assessed students' essay work manually to reduce the obstacle in assessing students' assignment or quiz. The English teachers should assess it manually because there is no key answer feature in E-Learning Madrasah Platform when the English teachers created the essay questions. Timis et al. (2016) define that the teachers may use several strategies to assess students' works. The last, feedback is necessary to be given for the students for their learning process. The students rarely read the feedback when the English teachers gave the feedback on their works. The English teachers provided oral and written feedback in reducing the obstacles in giving feedback. To espouse it, Ching and Hsu (2015) state that audio components can boost communication with the students and help the students elaborate their responses toward teachers' feedback.

CONCLUSION

English teachers are the key to success in education because they guide the students directly in online teaching and learning process (Rusman 2013). So, the English teachers should have the ability in conducting online teaching, especially in reducing the obstacles that they experienced during online teaching process. From the findings of this study, it could be concluded that English teachers could reduce the obstacles aligned with each obstacle found. The English teachers at MAN 1 Bandar Lampung could conducting online teaching effectively. From this study, the researchers have a suggestion for the further researcher. Hopefully, the next researcher may explore the English teacher obstacles in teaching online using other media, so the information will help other teachers determine what media will be used in online teaching properly. The result of this study can be used as a references for additional information for the next researcher.

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