The Teachers' Challenges on Teaching English Subject at MTsN 4 Tanah Laut During the Pandemic Era of Covid-19

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Abstract. This pandemic has changed several aspects of human life, such as economics, society, politics, and education, throughout the world. At the same time, most of the teaching and learning processes have to be conducted from home because offline interactions between students and teachers are limited. Instead, the teaching and learning processes have to be conducted mostly through online learning. This study tried to investigate the challenges faced by the teacher of MTsN 4 Tanah Laut in teaching English. The subject of this research was one English teacher who was actively teaching online at MTsN 4 Tanah Laut. This study applied a descriptive qualitative method. The data were gathered from observations and interview. The findings showed that there were five challenges faced by the English teacher in teaching English, namely managing all online classes, limited media in teaching speaking skills in online classes, limited media in teaching listening skills in online classes, limited internet access, and learning media, and students who were not active in class. However, the teacher also gave solutions for each challenge mentioned before, namely, the teacher remains active and continued her class, the teacher suggested for the students to change the provider used by the student because the area where students live is known as a place that is difficult to get internet access, and for making students active in the online class, the teacher asks in Indonesian the same question (previously using English) so that students could be brave in answering the teacher's questions. This study is expected to be useful for English teachers to improve the quality and effectiveness of teaching and learning English during online learning. Based on the findings, it is suggested to schools to maximize the supporting infrastructure and facilities and arrange an effective teaching schedule so that learning will run well and optimally.

Keywords**:** covid-19 pandemic, challenges, teaching online, and online learning

1   Introduction

Coronavirus Disease 2019 (Covid-19) has spread very fast to almost all countries. Therefore, the World Health Organization (WHO) declared that this outbreak is a global pandemic in March 2020 (BBC, 2020). This pandemic has changed several aspects of human life throughout the world, such as economics, society, politics, and education. To prevent the virus from infecting many people, all countries in the world including Indonesia have anticipated this by strictly advising their citizens to work from home. At the same time, students also have to learn from home. This learning activity has been going on for more than a year. There is no face-to-face (offline) interactions between students and teachers; all teaching and learning processes are conducted through online learning. This is because online learning has been considered the safest process during the pandemic era. Online learning itself is a set of learning where the teachers or lecturers deliver material and interact with students via internet access utilizing certain technology devices or applications, usually using cell phones and laptops (Krish in Atmojo & Nugroho, 2020). Additionally, Septian (2020) stated that the "online learning method is learning utilizing the internet network that is done and does not have to meet face to face".

Furthermore, Google Classroom, Schoology, WhatsApp, and YouTube are examples of platforms that could be used by the teacher and students during the online teaching-learning process. However, the unsupportive devices and internet connection problems are still found. There are also some teachers who still could not operate them or have limited ability to use the technology. According to Nashruddin, Alam and Tanasy (2020), there are some students who live in remote rural areas that are not covered by the internet. In addition, their cellular network is sometimes unstable due to the geographical location which is quite far from the signal coverage.

Additionally, the implementation of online teaching and learning processes is less effective for some reasons. Inadequate facilities and infrastructure for technology support, and expensive devices are some of them. The economic welfare of teachers and students has prevented them from enjoying the information technology facilities and infrastructure that was very much needed during the Covid-19 disaster. According to Wahab and Iskandar (2020), some students do not have computers or android devices which makes it difficult for them to do their school tasks. On the teachers' side, there is a demand to fulfil the educational services for the students as mandated in the constitution.

Several references related to this study also stated that emergency remote learning was not as effective as face-to-face learning. English teachers particularly have limitations in being creative in the teaching materials presented. Regarding its location, MTsN 4 could be included as a suburban school in which, it is assumed, also face some challenges in online learning during the covid-19 pandemic. Therefore, this study was conducted to find out the challenges faced by the English teachers working in MTsN 4 Tanah Laut and the solutions they make to overcome the problems.

2   Literature Review

2.1 Online Teaching and Learning

According to Mieke and Nyoman (2019, p. 136), the meaning of learning is a whole series of activities or activities carried out consciously by someone and results in changes in him in the form of additional knowledge or proficiency based on the senses organs and experiences. Efforts in implementing learning actions in students are followed by the activity of selecting, determining, and developing a learning model to achieve the desired learning outcomes. The selection of activities, determination, and development of the model are based on conditions of learning available. COVID-19 has highlighted the problem of the management of school lessons and learning processes worldwide. Technology could certainly be of support in this regard.

Clark & Mayer (2016) defined online learning as instruction delivered on a digital device that is intended to support learning. Meanwhile, Bakia, Shear, Toyama, & Lasseter (2012) stated that online learning refers to instructional environments supported by the Internet. Online learning comprises a wide variety of programs that use the Internet within and beyond school walls to provide access to instructional materials as well as facilitate interaction among teachers and students. Online learning could be fully online or blended with face-to-face interactions. Online learning is a model that focuses on students in the implementation. This causes students to be required to learn independently and have responsibility for every learning process because online learning could be implemented anywhere and anytime depending on the tools available. Through online learning, students could dig for information and learning material following the existing syllabus set by the teacher. Online learning provides students with unlimited information because they could access information from a variety of sources as appropriate to the learning material. Activities that students could do in online learning could be in the form of online discussions with experts in their fields, it could also be via e-mail or chat. The implementation of an online learning system is expected to achieve the final results in the learning process well.

Online learning has become popular because of this the perceived potential to provide more content access services flexible, thus giving rise to some deep advantages of its application. Online learning is carried out through various applications that could support the learning process such as Google Classroom, WhatsApp group, Zoom, and so on. This online learning will form learning that makes students independent and not depend on others. This is because students will focus on the device to complete assignments or follow ongoing discussions. Everything that is discussed in the teaching and learning process online is important to complete the competencies to be achieved. Therefore,

through the implementation of this online learning students are expected to be able to construct knowledge.

2.2 The Challenges of Teaching Online Learning

Challenge is the situation faced with something that needs great mental or physical or financial effort to be done successfully. Switching from face-to-face learning to distance learning during an unprecedented crisis, with less experience or preparation will be a challenge in the future for teachers. Teachers need to be creative and flexible with sticking to their teaching and dealing with all worries and preparation by adjusting to the current situation to face everything that exists in today's challenges. According to Aji (2020), The similarity of the situation between Indonesia and other countries in the world must be immediately overcome with care. In normal circumstances, many imbalances occur between regions.

The Ministry of Education, under the leadership of Mr. Nadiem Makarim, was buzzing with enthusiasm and increased productivity for students to lift job opportunities when becoming a graduate school. However, with the sudden arrival of the Covid-19 outbreak, the world of education has become Indonesia needs to follow the flow that could help the condition of schools in an emergency. Schools need to force themselves to use online media. However, the use of technology is not a non-existent problem, a lot of variances of problems that hinder the implementation of the effectiveness of learning with the method among them online is the limitation of Mastery of Information Technology by Teachers and Students. The condition of education in Indonesia shows that not all the teachers understand the use of technology, this could be seen in the teachers who were born in the year before the 1980s. Information technology constraints limit their use of online media. Likewise, students whose conditions are almost the same as the teachers are referred to as understanding the use of technology (Rachmadtullah et al., 2020).

Thus, limited facilities and infrastructures make teachers have to work more creatively in carrying out the process of learning. The condition of schools that do not have internet access and electricity makes teachers have to foster creativity in learning amid the Pandemic of Covid-19. Not to mention during the pandemic Covid-19 schools have not been allowed to open and the number of teachers attendance is limited. With a wide variety, the condition of the teacher has challenges in the learning process amid the pandemic Covid-19. The role of the teacher is very important in world education because it is involved in the transfer of knowledge to the participants' students, teachers are also required to provide character education and be an example of good character for their students.

English is one of the subjects that is considered difficult for students because in learning English there is a grammar that is very difficult to master and a lack of vocabulary mastery. So, it is not uncommon when face-to-face learning at school, although teachers teach with a fairly long explanation, students still feel they do not understand the English learning material. At home, not all parents have adequate knowledge of English but they are required to accompany their children in learning English. This is one of the reasons why teaching children to learn English at home is difficult. Although in this super-sophisticated era, providing various free online services to translate English, parents are still quite difficult to use these online services, due to a lack of knowledge of technology.

2.3 Definition of Solution

Hudiono (2007) argues that the choice of a solution is a complex cognitive activity involving a process and strategy. The definition of a solution is a way out or the answer to a problem. Meanwhile, according to Munif Chatib (2011), a solution is a way or path used to solve or resolve problems without any pressure. The purpose of the pressure is objectivity in determining the solution where people who are looking for solutions do not impose their personal opinions and are guided by existing rules or regulations. Otherwise, the solution obtained will be very subjective, so it is feared that it is not the best solution. To get a solution to a problem several stages must be passed. First, we need to recognize what exactly the problem is. Then we look for facts or evidence about the problem. After that, we examine what is behind the emergence of these problems. After clearing the problem and its background, then we could consider various possible solutions that could be used to solve the problem. Of the many alternative solutions, we choose the one that is considered the most appropriate. Then we run the

solution that has been selected. After that, we evaluate the results whether the solution we have chosen is the right one to solve the problem at hand, if not, we repeat choosing this solution again.

3   Method

3.1 Research Design

The objective of this study was to identify the challenges of teaching online and describe the teacher's solution for teaching online English subject in MTsN 4 Tanah Laut. In this study, the researcher used a descriptive qualitative to determine the challenges faced by an English teacher in teaching English. The researcher described the findings of the research in the form of text. The data were collected by data reduction, a compilation of units, categorization, and conclusion.

3.2 Research Subject

The subject of this study was one teacher who was teaching an English subject named A.H. who taught classes VII B and VIII A, B, C, and D. She was suitable to the criteria which have been determined by the researcher, namely the most active English teacher in teaching online classes. Teachers were required to be able to rearrange learning plans with online methods. Learning methods have also been effective so that the teaching process going well and knowledge could be conveyed. To prove that A.H was ma ore active English teacher in teaching online classes, the researcher was asked three informants that were students who have been taught by the two English teachers. The three informants agreed that the teacher who was more active in teaching English online classes was A.H.

3.3 Instrumentation

3.3.1 Observation Sheet

The researcher used non-participant observation as the instrument of this research where the researcher only watched the activity in class during the lesson without joining that activity. As stated by Kumar (2011), non-participant observation is a researcher who does not participate in the group's activities but instead remains in a passive spectator, observing and listening to them and drawing conclusions from them.

To help the researcher to complete the information, screen recording during the online class was used. Observation sessions were conducted for one day only because the English subject schedule in that school is only for one day for five classes at different times. This observation session was conducted on Tuesday, November 2st 2021.

3.3.2 Interview

The interview is a kind of technique that is usually done by giving certain questions to get the information from the sample. According to Fraenkel, et al. (2012), "the purpose of interviewing people is to find out what is on their minds—what they think or how they feel about something". Johnson & Christensen (2014), said qualitative interviews could be used to gain in-depth information about the participants' ideas, assumptions, knowledge, taught, motivation, and sense about a topic, and they are also called in-depth interviews.

The researcher used the structured interview as the instrument of this research. A structured interview is a formal set of questions posed to each interviewee and recorded using a standardized procedure. The researcher provided several questions related to the learning challenges that teachers might experience during the Covid-19 pandemic to one of the English teacher who were suitable to the criteria made by the researcher. To help the researcher to complete the information, video recording was used in this instrument. This interview session was conducted on Saturday, November 6^{th,} 2021. The interview question was in Bahasa Indonesia and they would be transcribed and translated to English.

3.4 Data Collection

3.4.1 Observation

Observations were made to find out about the teacher challenges and the solution to teaching English subject in the pandemic era Covid-19 through interaction live with the English teacher in MTsN 4 Tanah Laut. The data of observation were collected from the observation sheet made by the researcher. The observation sheet included the things that the researcher wanted to observe which were the teacher's challenges and solutions.

3.4.2 Interview

In this study, the interview method was used to find data information about learning the teachers' challenges on teaching English subjects during the pandemic in the Covid-19 era. This interview data were obtained from interviews with correspondents as an informant.

3.5 Data Analysis

In analyzing the data, the researcher used the qualitative data analysis technique. It was the process whereby researcher searched and arrange their data to increase their understanding of the data and to enable presenting the result to others.

3.5.1 Observation

The researcher first conducted observation at MTsN 4 Tanah Laut in this research. For observation, after collecting the data, the researcher simplified the raw data that emerged from written field notes and classified it into several codes/categories, to make it easier for the data to be interpreted. In other words, the researcher sorted out the main points or data according to the research focus. Then the researcher wrote a report.

3.5.2 Interview

After a conducted interview with a teacher who teaches English at MTsN 4 Tanah Laut and getting the data needed, the researcher listened to the tapes and read the field note to begin the process of analysis. Then the researcher did the transcription. Transcription is the process of converting audiotape recordings or field notes into text data. After that, the researcher simplified the raw data into data with categorization.

The researcher selected, focused, simplified, abstracted, and transformed the data from observation and interview that appeared in written transcriptions. Then the researcher presented a general means of organized and assembling information that allowed drawing conclusions and actions. After that, the researcher concluded.

4   Findings and Discussion

4.1   Research Findings

The researcher has finished the research procedure such as observation and interview. It could be seen from the result of both observation and interview. Below are the detailed answers to the research questions, the answer from the observation and interview lead to answer the research questions.

For the research findings, the researcher concluded that the teachers' challenges in teaching English subject during the Pandemic Era of Covid-19 were not easy, there were many challenges faced by the teacher in MTsN 4 Tanah Laut. Five main aspects had been concluded by the researcher in this research, namely: 1) managing all the online classes. For the solution, the teacher did not provide comments and only followed the schedule that had been set by the school although sometimes class learning took place slowly and did not follow the existing schedule. 2) limited media in teaching

speaking skill in online classes. For the solution, teachers could not change learning media because students tend not to be able to use cell phones well, cell phone memory was limited to download applications, and some were still using their parents' cell phones so they did not understand how to access certain applications. In addition, for the task of speaking skills, the teacher only gave homework and asked students to make videos about certain materials. 3) limited media in teaching listening skills in online classes. For the solution, the teacher also could not replace the existing media (other than WhatsApp) for the reasons that the researcher had mentioned before. 4) limited internet access and learning media. The solution to the internet access problem, students who experienced internet access problems usually live in a certain village in Pelaihari so it was difficult for them to take online classes. The teacher suggested for the students change the provider used by the student because the area where students live is known as a place that is difficult to get internet access. In online learning, the teacher said to the researcher that learning in her class for English only used WhatsApp. There was no solution given by the teacher for limited media used for online learning in class, this is because students tend to not be able to use cell phones properly, cell phone memory is limited to download applications, and some are still using their parents' cell phones so they did not understand how to access certain applications. 5) students who were not active in class. The solution given by the teacher is that the teacher asks in Indonesian the same question (previously using English) so that students could be brave in answering the teacher's questions. Then to make students motivated in learning English, the teacher gave many things to students in one lesson. Firstly, the teacher motivated in the form of a voice note (VN) at the beginning of the lesson. Secondly, the teacher is motivated in the form of words when learning takes place and motivates students in doing the assigned tasks. Lastly, the teacher provided rewards for students who work on and collect assignments given by the teacher within a certain time.

4.1.1 Observation Result

1. Managing all the online classes
   Based on observation, the teacher is required to teach five classes at once on the same day with a limited time. It could be seen that the teacher teaches in class VII from 10.00 – 11.00 and class VIII from 11.00 – 14.00. Meanwhile, in the teaching schedule for MTsN 4 Tanah Laut teachers, English teacher A.H are required to teach from 10.00 - 11.20. The dissimilarity of the actual teaching hours of teacher with the schedule determined by the school led the researchers to conclude that teacher had difficulty in managing teaching time in online classes, thus making the class run less than optimally and effectively.
2. Limited media in teaching speaking in online classes
   In the observation data, the researcher did not observe when the teacher taught the speaking skill class because the teacher's teaching schedule for speaking skills had passed. However, the researcher only got interview data for speaking skills.
3. Limited media in teaching listening in online classes
   In the observation data, when the teacher opened learning in class groups with VN (voice note), students in the class did not immediately respond to the teacher's VN so the teacher had to wait a while for students to respond to her greeting. In addition, when the teacher sent a video of the material to be studied, the video size was too large and the video duration is too long, so the teacher was required to wait a while longer for students to download and watch the video. Then, teacher only used WhatsApp groups for online learning at school. The lack of variety of media used by this teacher makes learning not take place optimally, especially in some English skills, namely speaking and listening which required media with learning standards that are following these skills.
4. Limited internet access and learning media
   The average delay of students in all classes in replying to the teacher's greeting at the beginning of the lesson was ten minutes and four seconds. This is caused by students having limited internet access connections and students who had different residences.
5. Students who were not active in class
   In grades VII B, VIII B, VIII C, and VIII D students only responded at the beginning of the lesson when filling out the attendance list distributed by the teacher and disappeared in the middle and end of learning, while in class VIII A the students were active at the beginning of learning and instead disappeared when the teacher sending material videos, again, this caused by the large video size and

long video duration. Students tend to be shy and afraid to appear in class, making it difficult for teacher to know the extent of students' understanding of the material being taught. This could also be seen when students did not respond to the teacher's questions in an online class. This is also supported by the habit of students who are afraid to make mistakes in answering the teacher's questions, especially since this is learning a foreign language. Students' ignorance of teacher questions caused by not reading the material at night also has an impact on teacher neglect in online classes. Besides that, motivation in learning was an important aspect of learning. This was a reason why there is a teacher activity in the pre-activity that asks the teacher to be able to provide learning motivation for students. Moreover, this was a foreign language learning, not all students like and are comfortable learning a foreign language. In this research, the teacher routinely motivated student learning in the form of words to voice notes in class groups. In addition, teacher also gave rewards to students who could submit their work within a certain time. This was successfully done by the teacher because of the enthusiasm of the students in doing their assignments. Yulia (2013), stated that the teachers claimed that it was due to students' low motivation: in fact, the students' eagerness to listen to the teacher as the models of English language expressions was good. Teachers need to motivate students to learn English by improving their teaching techniques as well as their speaking competence in class to achieve student integrative motivation as English is valuable for them.

4.1.2 Interview Result

1. Managing all the online classes
   Teacher are required to teach five classes at once which makes it difficult for a teacher to manage online classes, here are some statements from the teacher regarding this challenge:

   > "…I tend to get into trouble setting up online classes due to media limitations." (Interview result in while-activity section by A.H on November 2, 2021)

   > "It was also one of the challenges I faced that reduced my quality in managing online classes. And the limited media also could not help much in making students active in class." (Interview result in while-activity section by A.H on November 2, 2021)

   > "Yes, I and students sometimes had problems accessing the internet, it also had an impact on how difficult it is for me to organize online classes due to internet problems, and the media that I used is only WhatsApp." (Interview result in pre-activity section by A.H on November 2, 2021)

   From the interview result above, the teacher said several times that it was difficult for her to manage all the online classes at the school because of the limited internet access and the limited media used by the teacher.

2. Limited media in teaching speaking in online classes
   Speaking is one of the skills in English taught by teachers at MTsN 4 Tanah Laut. Learning media to teach speaking skills is very important, besides that many other aspects were also important. In this online class it was very difficult for the teacher to teach this skill, here is the statement:

   > "I had difficulty measuring how well students pronounce English words due to the limitations of the available media. The solution that I give to fill the score in speaking skills is that I usually gave homework in the form of videos of students speaking in English. Yes, I tend to get into trouble setting up online classes due to media limitations." (Interview result in while-activity section by A.H on November 2, 2021)

3. Limited media in teaching listening in online classes
   Besides speaking skill, listening skill is also important for teaching English. This is the teacher's statement regarding the challenges he faces in teaching listening:

> "Limited use of media so that it was difficult for me to know whether the students have listened or not. As well as internet access problems, I also got in sending and waiting for students to download first and listening to the video and understanding the material I conveyed." (Interview result in while-activity section by A.H on November 2, 2021)

4. Limited internet access and learning media

   The aspect of teacher challenges in teaching online was previously closely related to the limited internet access and learning media in teaching English. There are a lot of teacher statements about this aspect, namely:

   > "I and even students sometimes had problems accessing the internet, it also has an impact on how difficult it was for me to organize online classes due to internet problems, and the media that I use was only WhatsApp." (Interview result in pre-activity section by A.H on November 2, 2021)

   > "Yes, the only problem was accessing the internet, this made it difficult for students to load the image that I provide so I have to wait a while until students could see the image." (Interview result in while-activity section by A.H on November 2, 2021)

   > "The challenge was sometimes students have problems accessing the internet so that students respond at the beginning of learning and could not respond again in the middle of learning so that they are left behind in the learning process." (Interview result in while-activity section by A.H on November 2, 2021)

   > "As well as internet access problems I also got in sending and waiting for students to download first, as well as listening to the video and understanding the material I conveyed." (Interview result in while-activity section by A.H on November 2, 2021)

   > "Yes, to explain the material I and students tend to have more problems with internet access than other aspects." (Interview result in while-activity section by A.H on November 2, 2021)

   > "Yes, I and even students tend to have problems with internet access which makes students sometimes late in responding to my questions." (Interview result in post-activity section by A.H on November 2, 2021)

   > "…When I want to evaluate learning, I need a quick response because it relates to students' understanding of the material. However, the internet problem made it difficult for students to respond and I also had trouble organizing classes." (Interview result in post-activity section by A.H on November 2, 2021)

   > "…it also has an impact on how difficult it is for me to organize online classes due to internet problems and the media that I use is only WhatsApp" (Interview result in pre-activity section by A.H on November 2, 2021)

   > "And the limited media also could not help much in making students active in class." (Interview result in while-activity section by A.H on November 2, 2021)

   > "I find it difficult to associate students' understanding with the material being studied because of the limited media that I could use and limited internet access. I could not use other media because my students tend to live in places with limited internet access. In addition, cell phone memory was also limited, and some of them still use their parents' cell phones." (Interview result in while-activity section by A.H on November 2, 2021)

From the data above, it could be seen that the teacher emphasized that she and her students had difficulty teaching English in online classes due to limited internet access and the media used to teach.

5. Students who were not active in class

"Students tended not to answer the questions that were in apperception because of fear of answering wrongly. In addition, students did not know the answer because they had not read today's class material the night before" (Interview result in while-activity section by A.H on November 2, 2021)

"The students' fear in asking questions in class so that I could not measure the extent to which students understand the material I teach." (Interview result in while-activity section by A.H on November 2, 2021)

"Just like the previous answer, students tend not to dare to ask questions so I could not measure the extent of students' understanding." (Interview result in post-activity section by A.H on November 2, 2021)

"Lack of student activity in responding in class groups, and the lack of student motivation in learning" (Interview result in pre-activity section by A.H on November 2, 2021)
"Lack of student activity and motivation in learning, this is because online learning could not control and observe students directly" (Interview result in pre-activity section by A.H on November 2, 2021.

4.2   Research Discussion

Based on the research findings presented by the researcher above, some aspects were discussed in the research findings. These aspects consisted of 1) managing all the online classes, 2) limited media in teaching speaking skills in online classes, 3) limited media in teaching listening skills in online classes, 4) limited internet access and learning media, 5) students who were not active in class.

To prove that the research findings have answered the research question, the researcher explained it according to the previous research in chapter two. First, the researcher compared the differences with the finding from Setyawan (2020). The researcher found that this research had five main aspects as the result of the research, as explained above. While the research that has been carried out by Satyawan (2020) had three main aspects of research results, namely internet access, limited media, and managing online classes. The similarities of the research finding were both researchers have problems with internet access, limited use of media, and managing online classes. Both the students and teachers from the two research have not covered well the signal, the problem with the internet data packages, so they could not access the internet, even some students did not have a smartphone as a learning media, and it is giving affects the quality of student learning which makes it difficult for teachers to manage online classes. The researcher found several differences in Efriana's research (2021), namely the subjects she studied had challenges in understanding the subject materials, the limitation in the learning control, the teacher's ability to use technology in online learning, and some students were less enthusiastic to participate in online learning; where these three aspects are not experienced by the subject studied by the researcher. The similarities of the research findings were that both studies experienced problems in several students living in areas that did not have internet access, and some students did not have devices such as gadgets or computers as online learning media. Meanwhile, in Lie et al., (2020) research, the differences between the results of the two studies could be seen in the aspects of the teacher's prior exposure to online learning, and the teacher's pedagogical knowledge. As for the similarities, the results of the two studies have the same challenges, namely in the learners, namely the learners' lack of internet and connecting device access. In research Lie, Tamah, Gozali, Triwidayati, Utami, & Jemadi (2020), the big number of students impeded the flow of communication. The teacher attempted to overcome this issue by opening forum discussions on Edmodo and video-conferencing on Zoom. However, the unstable internet connection and parents' tight financial situation hindered the smooth implementation of this mode of learning. The next same challenge is the limited learning media. Finally, the support

system includes support from the school, the Community of Practice, and local education authorities. Teachers receive additional internet data from their schools to cover the cost of internet services.

5 Conclusion

The researcher concluded that the challenges of teaching online are real. The students or teachers dealing with the challenges. The teachers' challenges on teaching English subject at MTsN 4 Tanah Laut during the pandemic era of covid-19 came from many aspects. The first aspect is managing all online classes. The second aspect is limited media in teaching speaking skills in online classes. The third aspect is limited media in teaching listening skills in online classes. The fourth aspect is limited internet access and learning media. Lastly, students who were not active in class. However, the solutions given by the teacher to face the challenges were 1) the teacher did not provide comments and only followed the schedule that had been set by the school although sometimes class learning took place slowly and did not follow the existing schedule, 2) teacher could not change learning media because students tend not to be able to use cell phones well, cell phone memory is limited to download applications, and some still using their parents' cell phones so they did not understand how to access certain applications. In addition, for the task of speaking skills, the teacher only gave homework and asked students to make videos about certain materials, 3) the teacher also could not replace the existing media (other than WhatsApp) for the reasons that the researcher had mentioned before, 4) the solution to the internet access problem, students who experienced internet access problems usually live in a certain village in Pelaihari so it was difficult for them to take online classes, 5) the solution given by the teacher is that the teacher asks in Indonesian the same question (previously using English) so that students could be brave in answering the teacher's questions. Then to make students motivated in learning English, the teacher gave many things to students in one lesson. First, the teacher motivated in the form of a voice note (VN) at the beginning of the lesson. Secondly, the teacher is motivated in the form of words when learning takes place and motivates students in doing the assigned tasks. Second, the teacher provided rewards for students who work on and collect assignments given by the teacher within a certain time.

These challenges are somewhat helped by the facilities provided by schools for online teaching, namely the availability of WIFI in schools so that teachers could access the internet at school to teach in class groups. Nevertheless, the teacher at the school hopes this pandemic ends quickly and also brings the end of online learning in schools because of the lack of quality and effectiveness of online classes in teaching and learning, especially in teaching English which tends to do a lot of practice in speaking and listening skills and also requiring offline learning and available media at school.

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