

# TEACHERS' PROBLEMS IN CONDUCTING ONLINE TEACHING (A Case Study of English Teachers at SMPN 1 Batipuh, Tanah Datar Regency)

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## ABSTRACT

The problem in this study is that there are various problems in the implementation of online learning because of the Covid 19 pandemic felt by English teachers at SMPN 1 Batipuh. This study aims to describe the problems experienced by teachers in online learning at SMPN 1 Batipuh. This study used a descriptive case study design with a qualitative approach. In this research, the key instrument is the researcher himself. The data in this study were teacher problems and interview data sources from 2 English teachers at SMPN 1 Batipuh. They were selected as informants based on the problems experienced by the teacher during the implementation of online learning. Collecting data using interview techniques and assisted by interview guidelines. To test the validity of the data, the researcher conducted time triangulation by comparing the results of the first interview with the results of the second interview. Based on the data analysis, the research results show that there are 6 teacher problems in online learning at SMPN 1 Batipuh. These problems are (a) Problems with the internet network, (b) Teachers' perceptions of students who skip learning, (c) Teachers' limitations in preparing learning materials, (d) Lack of student interest in learning, (e) Teachers do not believe in learning outcomes students, (f) Lack of interaction between teachers and students.

**Keywords:** *Teachers Problem, Online teaching*

## INTRODUCTION

According to Ratnasari (2012:1) Online Teaching is an education system that uses electronic applications to support teaching and learning using the internet, computer networks, and standalone computers. And e-learning is a type of teaching and learning that allows teaching materials to be delivered to students using the Internet, Internet, or other computernetwork media.

Online learning is the new learning method in pandemic covid 19. In pandemic situation students and teacher must learning at home because in pandemic situation all of people must socially distancing it is making learning in the school

cannot implemented. Online learning is an education system that uses mobile apps to promote the use of the Internet, computing networks, and standalone computers to educate and study.

Learning online greatly assist teachers in teaching and learning activities underwent the same as usual. With the existence of an internet network that is almost spread to all parts of the world including Indonesia, alternative online learning can be implemented. A common problem that occurs with teachers in Indonesia is that in online learning activities some students do not have mediato support online learning activities such ascellphones, laptops, personal and

computers. The result is a decrease in the quality of student learning, and the quality of the network that is spread is still not optimal. Then, the distribution of internet networks in Indonesia is not optimal, and there is still low socialization related to the implementation and technicalities of online learning to students, and a less conducive atmosphere in the implementation of learning activities and learning objectives are less clearly conveyed.

Students think that online learning is uncomfortable and very dull when online education takes place. This assumption varies from what is intended to be as interesting as possible by teachers who make learning so that students feel content, relaxed and do not feel burdened by engaging in online learning. There are some concerns relating to the introduction of online learning, namely that the consistency of the internet network is not stable to make it an inhibiting force conducive to the implementation of online learning. And the poor enthusiasm of some learners to participate online in teaching and learning practices.

There are several problems related to the implementation of online learning, namely, the quality of the internet network is not stable so that it becomes an inhibiting factor in the implementation of conducive online learning. As well as the low motivation of some students in participating in online teaching and learning activities. Then, another problem faced is the lack of communication between parents and teachers regarding children's development during online learning activities.

Based on Handayani, (2020: 16) as part of online learning, video-based online learning, which allows two-way interaction between different classrooms using remote imaging systems, has been widely used since the 1990s. Since 1990s, the online learning method has been introduced and uses video as a tool for learning. During the COVID-19 pandemic, online learning was not only used in Indonesia, which led

teachers and students to convert the old learning methods applied in the classroom into learning using online learning methods.

The researcher sent comments to the English teacher at SMP 1 Batipuh about the teacher's problems in implementing online learning on September 14, 2020. The teacher explained in an interview about the difficulties faced in the introduction of online learning. Network problems are the most common challenges faced by students. The internet signal problems faced by teachers and students are caused by the existence of the location where the teachers and students live which are very difficult to reach via internet signals. The teaching and learning process is much hampered. The informant also clarified not only the signal problem, but also the English subject, which is a very difficult subject for some students because English, which is a foreign language, is used in the introduction of English subjects. Less attractive learning media is also one of the teacher's problems when implementing online learning because less attractive learning media causes students to be uninterested in learning and this makes students not enthusiastic about implementing online learning.

In Indonesia, the online teaching approach is very recent since online teaching was only carried out in Indonesia during the COVID-19 pandemic. This calls for teachers to be more innovative in learning using technology. In the circular letter of the Ministry of Education of the Republic of Indonesia number 15 of 2020 contained in this letter, the Ministry of Education of the Republic of Indonesia hopes that all students hope to study at home in this COVID-19 pandemic and that all students will obtain their education rights. Online learning is education that creates education programs, not all teachers will incorporate online teaching in real life, however, since not all teachers understand online teaching

and technology. The ease of online teaching is also faced by some teachers, a challenge experienced by many teachers when online learning is the difficulty of managing the class at the time of learning, which can make learning less successful. The situation of online education makes it difficult for teachers to provide instruction because there is no direct contact between teachers and students that can provide more added value to students.

## REVIEW OF RELATED LITERATURE

**a. Definition of Online Teaching.** Salma (2013: 33) defines online teaching as the delivery of learning programs, training, or education using electronic suggestions such as computers or other electronic devices in various ways to provide training, education, or teaching materials. Yadzi (2013: 146) online teaching as any teaching and learning that uses electronic networks (LAN, WAN, or ~~ire~~) to deliver learning content, interaction, or guidance. There are also those who interpret e-learning as a form of distance education conducted through the internet media.

According to Ratnasari (2012:1) Online Teaching is an education system that uses electronic applications to support teaching and learning using the internet, computer networks, and standalone computers. And e-learning is a type of teaching and learning that allows teaching materials to be delivered to students using the Internet, Intranet, or other computer network media.

### **b. Factor Causing Successful Online Teaching**

In online teaching there are many determining factors for the success of online teaching, one

Of the factors causing the success of online teaching is good communication, Excerpt from research results Nissa's research (2020: 7) good ~~omurib~~, directed and consistent, selection of the right material, delivery of pleasant material, students positive responses, awards given by the teacher to increase student enthusiasm, approach teaching with students and try to make the classroom atmosphere active, and improve learning outcomes. Nissa's research (2020: 7) factors that influence teaching outcomes.

- 1) Are internal factors in the form of environment, health, intelligence, interest, and motivation and learning methods and external factors in the form of family, school, community, and the surrounding environment.
- 2) Environmental factors are the main factor in the ineffectiveness of online teaching because an unsupportive family environment will find it difficult for a student to follow online learning.
- 3) Who invite us to play so that students are negligent in taking online learning?
- 4) Factor the students personally in personal student is diligent or lazy to follow the learning online
- 5) Factor parental guidance because during the online teaching teachers ask parents to work together to supervise their children learn and guidance
- 6) Factors the internet is a factor that many inhibit online teaching as the internet

speed also affect students in access applications for online learning activities

### **c. Problem of Online Teaching**

Factors that cause online teaching problems. According to Nugraha (2018:149)

- 1) The lack of good teacher skills in the aspect of understanding the problem, so that it has an impact on students' problem-solving abilities.
- 2) The strategy used in training students' problem understanding skills is not appropriate so that students feel bored and have difficulty completing assignments.
- 3) The Lack of student motivation in participating in learning is also the cause of the low ability to understand problems in online teaching. According to Arizona et al. (2020: 66) some problems faced when doing online teaching:
  - 1) Internet access (data package) and it is not uncommon for teachers and students to use online learning applications.
  - 2) Limitations of internet access by teachers and students, as well as lack of understanding of online learning.

### **d. Online Teaching for Junior High School**

Education in pandemic situation Covid19 make all people stay at home they must work from home it is also occurs in education, students must learn at home with online learning program, they are must long distends learning

with they are teacher. Many students do not follow the learning online because have many problems, not just students but teacher have many problems in online teaching, many teacher in Indonesia not have good knowledge for IT program they are is senior teacher.

Excerpt from research results Nissa's research (2020:1) The obstacle occurred for the teacher, namely that many students deliberately did not take part in online learning because they did not have an internet quota to access learning so that these students were left behind and did not get any grades besides that there were still some students who did not have facilities such as cellphones to carry out learning activities. Its mean many students do not follow online learning class because they are not having internet quota to access the online learning class and not all students have facility to follow the online learning like PC or smartphone.

### **RESEARCH METHODOLOGY**

This study used was descriptive research within qualitative paradigm. According to Lusia (2014: 7) In Sudjana and Ibrahim, (1989: 65) Descriptive research is research that tries to describe a symptom, event, event that is happening now. Descriptive research focuses more on describing a symptom, event, event that is happening at the present time. In this study, descriptive research focuses more on an event that becomes a new model of research methods carried out by teachers, namely online teaching which is a new learning

method implemented during the Covid 19 pandemic.

According to Sugiyono (2013: 7) qualitative methods are referred to as artistic methods. This is because the research process is more of an artistic nature (less patterned) and is called an interpretive method because the results of the research are more related to the interpretation of the data found in the field. According to Mudjia Rahardjo (2017: 2) A case study is a series of scientific activities carried out intensively, in detail and in depth about a program, event and activity, whether at the level of an individual, group of people, institution or organization to obtain in-depth knowledge of the event. Usually, the selected events which are hereinafter referred to as cases are real-life events, which are taking place, not something that has passed.

This study describes teacher's problems in conducting online teaching (A Study English Teachers at SMPN 1 Batipuh, Tanah Datar Regency). Online interview data with the English teacher at SMPN 1 Batipuh, the researcher gave several questions related to online teaching. After that the researcher made a transcript of the audio interview which was carried out with the teacher which contained all the questions the researcher asked, and the answers given by the teacher. In this study, researcher used data based on the results of the interviews given by the teacher.

In this study, research had two informants who were English teachers from SMPN 1 Batipuh. In the teacher's speech, the teacher had problems in implementing online teaching, especially when the teacher taught in grades VII and VIII. One teacher explained that learning using online media was very difficult to implement, especially for senior teachers, it was very difficult to implement. The teacher also felt drastic changes in student learning outcomes. This has a big impact on the final assessment that will be given to students. Especially for grade VII which

is the first-year students carry out learning English, this makes it very difficult for students to understand the learning material because the introduction to English material is very minimal.

The challenges that teachers must face when introducing online education are the lack of awareness of online learning by the instructor, the lack of preparation by the teacher in the use of technology as a learning partner and the lack of teacher innovation in the design of learning media.

Research informants should fulfill some criteria of informant. Suci Angraini (2018:47), states that there are five criteria in selecting the research informant: (1) honest, (2) reliable, (3) speaking up, (4) subject is not involved at certain group, and (5) subjects have views about certain case that happening.

The key instrument of this research it was the researcher herself. The researcher analyzed the document of audio recording from the teacher English learning at junior high school. Gay and Peter (2012: 142) state that the researcher relies on experience and insight to select a sample; randomness is rarely part of the process. One reason qualitative researcher spend time in the research setting before selecting a sample is to observe and obtain information that can be used to select participants whom they judge to be thoughtful, informative, articulate, and experienced with the research topic and setting. In this case the researcher must search sample for observe the information can get the required information.

This research was conducted by applying several stages. First preparation in this stage the researcher finds a problem that will be raised into a study and the researcher also collects theoretical theories that can support the research. At this stage the researcher writes a research proposal and carries out guidance with the supervisor, after the research is deemed appropriate for a proposal seminar by the research supervisor to carry out research proposal seminar and carry out improvements after carrying out the seminar.

The next step is the operation, in this stage the researcher collects audio recordings of interviews conducted with selected informants and makes a transcript of the results of the interview and the researcher makes reduction data.

The final stage is post-operation, in this stage the researcher analyzes the results of the interview with the informant and draws conclusions

about the problems the informant brings up in the interview conducted and the researcher writes a research report from the information obtained from the interviewed informant.

To ascertain whether the data is reliable or not, the researcher needs to check whether the data can be trusted. The research data were checked by means of a credibility test with due regard to time triangulation. Sugiyono (2013: 270) tests the credibility of data or trust in data from qualitative research results, among others, carried out by extending observations, increasing persistence in research, triangulation, and discussions with peers, negative case analysis, and member checks. Time triangulation according to Sugiyono (2013: 274) data collected by interview technique in the morning when the resource person is still fresh. Therefore, in order to test the credibility of the data, it can be done by conducting interviews in different times and situations. If the test results produce different data, it is carried out repeatedly so that data certainty is found.

The study of the data used the model of Miles and Huberman. Miles and Miles In Suci Anggraini (2018:51), Note that there are three activities in the study of qualitative research results. They are data reduction, data display and drawing or verification conclusion. Those are as follows:

a. Reduction of the data.

Data reduction is defined as a process of selection, interest focus, simplification, abstraction, and transformation of existing data from written records in the field.

The researcher conducted several steps in data reduction activities, such as recording findings, performing interviews, transcribing interview results, making transcription codes, and so on.

b. Data Display

Data display is a collection of information arranged in such a way that it is possible to draw a conclusion and a treatment. Qualitative data can be displayed in several ways, for example by using graphs, tables, brief descriptions, charts, and categorization and so on. In this study, researcher analyzed the problems of online teaching teachers.

c. Data verification and conclusion After reducing and displaying the data, the last step is drawing the conclusion and verification of the data. This activity is aimed at checking and concluding the problems that teachers face in online learning.

## RESEARCH FINDING AND DISCUSSION

### 1. Research Finding

This chapter presents the results of research on teachers' problems in conducting online teaching a Study of English Teachers at SMPN 1 Batipuh, Tanah Datar Regency. The data used in this study were the results of interviews of English teachers at SMPN 1 Batipuh in the implementation of online teaching in English language learning. The data sources used in this study were interviews related to online teaching, the researcher conducted this interview within 20 Days from the date 29 December 2020 to the date 19 January 2021. Research data were collected from two informants through interviews.

In conducting interviews, researcher used interview guidelines, but the questions were not structured. Researchers use Indonesian and Minang (local language) to establish good relations with informants, and so that communication runs effectively and smoothly.

Based on the research, the researcher found the teacher's problem in implementing online teaching. In this study, researcher found that there were several problems encountered by teachers when implementing online teaching. Among other things, the (a) Problems in the internet network. (b) Teachers' perceptions of students' interest in learning. (c) Limitations of teachers in designing instructional media. (d) Lack of student motivation in participating in learning. (e) Lack of teacher trust in student learning outcomes. (f) Lack of interaction between teachers and students.

a. Problems in the internet network.

One of the factors causing problems in online learning experienced by teachers is the problem in the internet network, which is experienced by the English teacher at SMPN 1 Batipuh. The number of informants consisted of 2 English teachers. This can be seen in the interview the researcher conducted with informant 1 on, December 29, 2020 at 02:01 PM by telephone due

to the corona virus pandemic which prohibits associations and social distancing. The informant said: **Anak kita itu tidak dapatjaringan.**

[Our students can't get a signal]

**Rasanya tidak leluasa kita mengajar, apalagi kalau tidak ada sinyal aaa sangat tergantung jadinya kan aaa tidak ada tidak sinyal atau jelek**

[It doesn't feel free when teaching, especially if there is no signal that really disturbs, there is no signal or badsignal]

Information obtained from the second informant who was interviewed on January 19, 2021 at 08:35 AM via telephone connection due to social distancing related to the spread of the coronavirus. The informant said:

**Kadang anak tu lai ado kuota internetnyo tapi sinyalnya tu gangguan nah ndak stabil waktu jam belajarnya,**

[Sometimes these students have internet quotas but the signal is often interrupted and often unstable during class]

**Bagi anaknyo yang minat belajarnya kurang kadang sinyalnya tu bagus tapi gitu lah sinyalnya bagus tapi pas belajar pas jam belajar anak anak tunyo ambil absen.**

[For students whose interest in learning is less and the signal is good but when studying these students only take absences]

From the above discussion, it is explained that an important consideration for the introduction of online learning is the internet network, because the smoothness of the internet network is very important for the smoothness of the teaching and learning stage in online learning.

- b. Teachers 'perceptions of students who are truant in learning.

One of the reasons causing online learning difficulties faced by teachers is Teachers 'perceptions of students who are truant in learning experienced at SMPN 1 Batipuh by English teachers. There were 2 English teachers making up the number of informants. This can be seen in the interview conducted by the researcher on, December 29, 2020 at 14.01 by telephone with informant 1 because of the corona virus pandemic that prevents association and social distance. Stated the informant:

**Di kelas maya tu ada yang mengambil absen saja habis tu hilang saja anaknya entah kemana.** [In the virtual class, there were those who only took attendance after that they did not participate in learning]

**Masalahnya ambil absen saja ke kelas habis itu daaa dengan hp nya sibuk dengan hpnya kan hmm seperti itu lah ooo rasanya**

[The problem is students only take attendance after that they don't participate in learning or just focus on their hand phone]

Whereas according to the second informant stated about Teachers 'perceptions of students who are truant in learning who was interviewed on January 19, 2021 at 08:35 AM via telephone connection due to social distancing related to the spread of the coronavirus. The informant said:

**Antah anak tu sekedar maambiak absen sajo antah sinyalnya tu yang hilang jadi karno dak apo yo susah ibuk mangontrolnyo anak jamankini**

[Whether the student is just taking absences or there is a signal interference, and the teacher has difficulty controlling students]

**misalnya anak kelas 7 tu ada 50 orang pokoknya kadang setengah yang mengikuti jadi mau gak mau ibuk tetap menjalankan tugas walaupun yang hadir itu sedikit dan akan menghabiskan waktu tidak perlu di awal itu jadi apa waktunya tidak sesuai kurang efektiflah kalau ibuk melihat dah berapa bulan seperti ini.**

**[For example, there are 50 students in grade 7, sometimes only half of the students take part in the lesson, I can't help but keep on doing my assignments even though collecting them is quite time-consuming and it is less effective after I noticed a few months ago]**

In learning English, Teachers' perceptions of students who are truant in learning, especially in online learning. Some learners who are often caught absent from learning become a problem felt by teachers, especially English teachers, this allows students not to understand what the teacher describes because students are truant and concentrate only on their mobile phones in online learning.

c. Limitations of teachers in preparing learning materials.

One of the causes of teachers' online learning issues is limitations of teachers in designing instructional media by English teachers at SMPN 1 Batipuh. As for the number of informants, there are 2 English teachers. This can be seen in an interview conducted by researcher at 14.01 by phone with informant 1 on, December 29, 2020, due to the corona virus pandemic that hinders social distancing and social distancing. Informant said:

***Guru yang sudah berumur punya kendala dalam menyiapkan materi***

**[Senior teachers have problems preparing material]**

***Guru yang sudah tua susah untuk buat itu ya jadi caranya di youtube***

**[An old teacher is hard to make media and looks for it on YouTube]**

In the meantime, according to the second informant limitations of teachers in designing instructional media. Who was interviewed by telephone at 08.35 on January

19, 2021, due to social distance associated with the spread of the corona virus. The informant said: ***Kalau di offline banyak yang bisa wak lakukan dalam***

***satu kali pertemuan***

**[During face-to-face learning, there are many things that can be done.]**

From the above discussion it can be shown that limitations of teachers in designing instructional media, teachers cannot track one hundred percent of these students because teacher only rely on WA or Google classes during online learning, it is not impossible for students to miss learning. Teachers are often required to be innovative in online learning using technology

to make the media as attractive as possible.

- d. Lack of student motivation in participating in learning.

One of the causes of teachers' online learning difficulties is lack of interest in student learning experienced by teacher from SMPN 1 Batipuh. In English, 1 teacher is the number of informants. This is clear from interviews conducted at 2:01 p.m. Researcher, by researcher. On December 29, 2020, by telephone with informants, due to the corona virus pandemic that impeded social distancing and social distancing. The informant said:

***Di absennya itu kadang mereka jumlahnya itu 32 atau ada yang 25 dak semuanya***

**[In their absence, sometimes there are 32 of them or 25 not all of them]**

***Anak yang agak susah ni kita agak susah juga memaksakan untuk ooo meee membeli kuota kadang dia ada kuota cuman untuk WA atau yang bisa mengakses absennya habis itu kabur dak tidak di dalam kelas lagi tidak menonton video yang kita bagikan.***

**[Students who find it difficult to buy this quota, the teacher cannot force it, sometimes these students can only access it to take absences]**

It was explained that some of the strategies used by the teacher in online learning were deemed inappropriate and there was a sense of boredom towards students and caused some students to choose to skip learning. In online learning, teachers are required to

understand technology that makes learning media as attractive as possible so that students do not feel bored during learning. Learning English is learning that is in the difficult category for junior high school students because learning English is not the mother tongue that is actively used and English is a new lesson that has just been learned during junior high school.

e. Lack of teacher trust in student learning outcomes.

One of the causes of learning difficulties with online teachers is lack of teacher trust in student learning outcomes by SMPN 1 Batipuh pupils, which the SMPN 1 Batipuh English teacher really thinks. A total of 2 English teachers were informants. This can be seen from interviews carried out at 2:01 p.m. by researcher. On December 29, 2020, due to the corona virus pandemic that has hampered social distancing and societal distance, by telephone with informants. The informant said:

***Hasil belajarnya ini tidak bisa kita pegang tidak bisa dipercayai.***

[The teacher cannot trust one hundred percent of student learning outcomes]

***Hasil belajar yang kelas online ini masalahnya bukan hasil dia sendiri***

[Student learning outcomes online learning are often not the result of student thinking]

In the meantime, according to Lack of student motivation in participating in learning. Who was interviewed by telephone at 08.35 on January 19, 2021, due to social distance associated with the spread of the coronavirus. The informant said:

***Di nilainya pun sungguh parah lah gitu.***

[Their grades are often bad]

***Maklumlah anak itu tidak mengumpulkan latihan tidak mengerjakan tugas, tidak mengumpulkan tepat waktu banyaklah minusnya.***

[It is known that these students did not collect the exercises, did not do the assignments, and did not submit the assignments on time]

From the discussion above, the presence of students in online learning students often skip this happens because students who feel bored in learning are often wasted learning time just to collect students and this makes learning less effective and often loses time. At the time of carrying out the equivalent learning discussion the teacher gave the opportunity for students to ask questions, often students did not use the opportunity as well as possible and often the students were just silent. This also continues with student assignments who are often late even if they are not collected because they do not understand the learning material. Students lose interest in learning, one of which is because of the difficulty of accessing learning and some students choose to skip studying after being absent.

f. Lack of interaction between teachers and students.

Lack of interaction between teachers and students by SMPN 1 Batipuh pupils, which the SMPN 1 Batipuh English teacher really thinks. A total of 1 English teachers were informants. This can be seen from interviews carried out at 2:01 p.m. by researcher. On December 29, 2020, due to the corona virus pandemic that has hampered social distancing and societal distance, by telephone with informants. The informant said:

***Kita tidak bisa interaksi langsung, paham atau tidak anak berbeda dengan tatap muka, kalau tatap muka kita berkomunikasi dengan anak anak tidak paham kita bisa ooo menyempurnakan bahasanya.***

[We cannot interact directly, whether students understand it is different from face to face, if we interact face to face with students, we can improve it]

It was explained that the lack of teacher interaction when teaching students overwhelmed the teacher and made students not understand the learning taught by the teacher. Online learning with face-to-face learning is of

course very different besides teachers and students not being able to interact directly with students and it is also difficult to understand the learning provided by the teacher. In face-to-face learning in the classroom the teacher can directly correct what is wrong with the student, whereas in online learning the teacher will find it difficult to correct the student's mistakes directly.

Student learning outcomes that are done directly by students without Google's help will be lower than usual because students cannot copy what is on Google. In online classes students tend to have good grades but not with student output.

## 2. Discussion

Online learning is a learning process that is carried out through the internet. Online learning is also synonymous with other words, such as e-learning, internet learning, web-based learning, tele-learning, distributed learning, etc. In addition to online learning content, there is also an online training and learning process for online learning. If face-to-face learning cannot be achieved, online learning is a solution to an efficient learning strategy.

The teaching and learning process typically takes place in the classroom in the conventional learning model, with the involvement of the teacher in the classroom and a strict schedule setting where the teaching and learning process will take place only at a fixed time and place. The position of the teacher is very dominant and responsible for the success of the teaching and learning process, and the dominant source of learning is also the teacher.

According to Santi Maudiarti (2008:55) e-learning is a type of teaching and learning that allows teaching materials to be delivered to students using the internet, intranet or other computer network media.

According to Dabbagh dan Ritland in Santi Maudiarti (2008:55) e-learning online learning which defines online learning as an open and distributed learning environment, pedagogical tools, internet,

network-based technology, to facilitate learning and build knowledge through action and interaction.

## CONCLUSION

Based on these general findings, the researchers can generally conclude that there are many teachers' problems in conducting online teaching a study English teacher at SMPN 1 Batipuh, Tanah Datar Rany

The obstacles experienced by the English teacher can be grouped into 6 groups, are: (1) Problems in the internet network. (2) Teachers' perceptions of students who are truant in learning. (3) Limitations of teachers in preparing learning materials. (4) Lack of interest in student learning. (5) Lack of teacher trust in student learning outcomes. (6) Lack of interaction between teachers and students.

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