



Teachers' Responses to the Demand of Utilizing Online Technology during Pandemic Time

Vidya Putri Cahyani

English Education Program, Faculty of Teacher Training and Education,
University of Mataram, Indonesia

Henny Soepriyanti

English Education Program, Faculty of Teacher Training and Education,
University of Mataram, Indonesia

Corresponding Author: vidyapc03@gmail.com

***Abstract.** The present study was conducted during school closure during the pandemic period, from 2020 to 2022. This study aims to explore teachers' responses to the difficulties in using the online platform, and how teachers cope with the challenges in running online classes. This study used a descriptive qualitative approach. Data collection techniques included interviews, observations, and document analysis. The study participants were seven junior high school teachers in Mataram, West Nusa Tenggara. They had mixed work experiences. The results of the study showed that teachers responded differently to the demand for teaching using an online platform. Most teachers conducted online classes on a pro forma basis in order to comply with government policies. They viewed themselves unprepared to participate in online classes. The study also found teachers' difficulties in teaching online classes due to students' lack of adequate knowledge, skills and motivation in utilizing the online platforms provided by their schools. The study concludes that there is a need for comprehensive training and support for teachers to effectively adapt to online teaching methods. Additionally, it suggests that schools should invest in improving students' digital literacy skills to enhance their engagement and success in online learning environments.*

***Keywords:** Pandemic, Online learning Platform, Teachers' Responses.*

INTRODUCTION

On March 1, 2020, the President of the Republic of Indonesia announced that the spread of the Covid-19 Pandemic was staggering, and thus, the policy of school closure was laid down. In response to this uncertain situation in the educational setting, the Ministry of Education and Culture introduced a policy of work from home (WFH) to prevent the transmission of the Covid-19 Virus. Then, the pandemic has changed the face of education in Indonesia. Because the pandemic situation was getting worsened, the Ministry of Education and Culture extended school closure to two years. With this policy, every educational institution was urged to develop online learning modes to maintain students' participation in the learning process. With various challenges, each school has attempted to facilitate teachers and students so that the learning process is guaranteed to run continually. To familiarize teachers with the new learning platform, a number of schools in Indonesia initiated professional development activities using teaching platforms such as Zoom meetings, Google Meet, and Kahoot! (Silvhiany, 2022).

E-learning is a method that utilizes computer and internet networks for learning. It is a way to teach and learn online, either one-on-one or in a group, using a network and an app as the tool. Because it's flexible in terms of time and place, students can access learning materials and join conversations whenever it's convenient for them. It also encourages interactive learning by using movies, simulations, and online quizzes, among other things. Indrakusuma and Putri (2016) said that e-learning, which stands for "electronic learning," is a new way to teach and learn that uses the Internet as a tool for learning. Drawing from this meaning, we can say that online learning is a way of teaching and learning that uses computers and the Internet.

There are numerous different names for online learning that make it hard to give a simple definition. Ally (2008) says that "online-based learning" means teaching and learning from a distance where teachers and students talk to each other virtually. The way online learning works is that students use high-tech devices (like computers, tablets, smartphones, etc.) to access learning materials, talk to teachers, and work together with other students. With online learning, students can access learning materials whenever it's most convenient for them. It also encourages active learning through online conversations, virtual simulations, and multimedia presentations, among other interactive activities. E-learning, internet-based learning, spread learning, web-based learning, virtual learning, and distance learning are some other names for online learning.

Soepriyanti et al. (2022) remark that for online-based learning to work, a teacher needs to know how to find learning tools on the internet, use them to improve their own skills, and plan activities for their students to learn from. This shows how important it is for teachers in online learning settings to know how to use technology. They need to know how to find and evaluate online tools well, and they need to be able to change the way they teach to keep students interested in a virtual setting. Additionally, online learning gives both students and teachers flexibility by letting them access learning materials and join discussions at their own pace and ease. This means that teachers must be able to share teaching materials with their students in a way that is both interactive and successful when they use online learning. All of these definitions suggest that teachers need to know three basic skills in order to use online learning: (1) how to use computer media; (2) how to make tools for teaching critical thinking; and (3) how to solve problems. A number of researchers such as Cheyeon & Lee (2019) and (Kim, 2020) report the use of internet technology for online-based learning activities in schools is largely influenced by teachers' perceptions and ways of responding to technological devices themselves. In line with the results of the above research, Destianingsih and Satria (2020) further revealed that teachers' perceptions of the use of online learning tools for teaching and

learning activities are heavily influenced by their previous experiences. Generally, teachers have a negative attitude towards new technology because they have no previous experience with dealing with it. This has led to the emergence of negative perceptions and low self-esteem among teachers who use the new technology. This view arises because of the teacher's lack of knowledge and skills in using technology. In the end, this problem triggers a sense of anxiety and lack of confidence in teachers when faced with new learning tools (Buabeng-Andoh, 2012). As a consequence, teachers become demotivated and insist on maintaining their teaching methods that have been practiced for years.

Conversely, there are also teachers who have a positive view of the presence of digital technology in their workplace because they have had pleasant experiences before. With prior knowledge of digital technology, they are very enthusiastic and motivated to learn to apply this technology in their workplace. This attitude arises because they fully understand the benefits of what they learn. This condition makes them feel challenged to learn about these new technologies because of the demands of their personal needs and the need for professional development of their work. Therefore, teachers with such a view are usually active in studying on their own to access digital learning resources. They are highly motivated to make learning innovations more attractive to their students. The characteristic of teachers who have a positive perception of the arrival of digital technology is that they enjoy new learning and are active in improving their own competence through interesting and up-to-date learning (Aini et al., 2021). In order for teachers to be effective in honing their skills in carrying out online-based learning, they are required to continue to actively develop their own knowledge and skills optimally both independently and through their participation in professional development trainings.

Ideally, in running online classes, teachers must be well-prepared with the advent of new technology in their teaching endeavors (Saputri, 2016). This includes staying updated on the latest educational technology tools and platforms available. Additionally, teachers should also be trained on how to effectively integrate these technologies into their lesson plans to enhance student engagement and learning outcomes. They should be familiar with the preparation of the lesson plan for online learning, utilizing multimedia such as videos and YouTube to create online learning materials, developing students' worksheets and assessments, and so on. This means that teachers need to continuously engage in professional development opportunities to learn about new educational technology tools and platforms. They should also collaborate with other educators to share best practices and innovative ideas for incorporating these technologies into their teaching methods. By doing so, teachers can create a dynamic and interactive learning environment that meets the needs of today's digital learners. In another word, teachers must

be able to make necessary adjustments to the teaching platforms provided by their schools. For this purpose, schools should provide professional development to meet teachers' need to run online platforms.

Thus far, the implementation of online learning in schools has sparked pros and cons among educators because they experience many obstacles in teaching students through online platforms (Daud et al., 2022). One of the obstacles is the difficulty in assessing an Internet network. Many students do not willfully participate in the online learning process because of their inability to access online learning platforms. Some studies reported that students in rural areas do not have adequate communication tools to participate in the online learning process (Rahmawati & Sujono, 2021). This lack of access to online learning platforms can lead to a significant disadvantage for students in rural areas, as they may miss out on important educational opportunities. Likewise, the limited availability of internet connectivity in these areas can also hinder effective communication and collaboration between educators and students, further impacting the overall learning experience.

During this pandemic, teachers had different teaching experiences than before. Teachers who used to work manually were forced to master various teaching platforms such as Zoom, Google Meet, Google Classroom, etc., not a few teachers also use WhatsApp as a learning platform. Martin and Zahrdt (2017) say that teaching online needs a certain way of teaching and a lot of knowledge about technology. Teachers need to make sure that students can access learning materials from anywhere at any time when they are using online learning. This freedom to access learning materials is especially helpful for students who may have other obligations or limited access to standard classroom settings. Online teaching platforms also often have interactive features like discussion boards and virtual classes that make it easier for students to work together and participate.

Online learning is a new teaching system for junior high school teachers. Based on the research conducted by Rahayu and Wirza (2020) regarding teachers' perceptions of online learning during the Covid-19 pandemic, the results show that more than half of the teachers disagreed about the effectiveness of online learning during the Covid-19 pandemic. They considered the online learning system less effective because of the lack of communication and interaction between teachers and students. Some teachers have difficulty designing interesting materials, explaining the materials, assessing, and providing feedback. This finding is in line with Cheyeon & Lee's work (2019). These findings imply that teachers need additional support and training to effectively navigate the challenges of online learning. It is crucial for educational institutions to invest in professional development programs that equip teachers

with the necessary skills and resources to engage students in a virtual setting. By addressing these concerns and providing adequate support, schools can enhance the overall effectiveness of online learning during the Covid-19 pandemic. Teachers have to realize the importance of technology in their teaching activities.

The present study uses motivation theory developed by Dörnyei and Ushioda (2021) as the theoretical underpinnings. Motivation is one of the important things in language learning process. It is a psychological driving force from within a person to be able to carry out learning activities and increase his/her skills, experiences. The existence of motivation can encourage one's interest to achieve a goal. This learning motivation is a very important construct that the researcher used to account for research participants' efforts to cope with the demand of online learning. For junior high school teachers, online learning is a new teaching system. Based on research conducted by Rahayu and Wirza (2020) it was reported that more than half of teachers felt doubtful with the effectiveness of online learning during the Covid-19 pandemic. They considered the online learning system was less effective than conventional learning system because of the lack of communication and interaction between teachers and students. Some teachers have difficulty designing interesting material, explaining material, assessing, and providing feedback (Cheyeon & Lee, 2019).

This study was conducted to examine the teachers' readiness to teach English through online classes during the pandemic. This study used a descriptive qualitative research design because the current research focuses on responses to the demand for teaching English and understanding the problems faced by teachers in the field. The following research questions are used to guide the research inquiry: *How do teachers cope with the difficulties and obstacles in using an online platform for teaching English?*

RESEARCH METHOD

This research was conducted in two state Junior High Schools in Mataram. These schools were chosen for several reasons because both schools already used online platforms to teach English during the pandemic. Furthermore, the participants involved in this research were six English teachers who were teaching in grades 7th, 8th, and 9th. These teachers were currently implementing online learning. They used an online platform to teach English with at least two years of teaching experiences in the schools. By involving three English teachers at each school level, the researcher expected to obtain diverse information about the phenomenon investigated. To guarantee the confidentiality of these informants, their identities were coded

as T1, T2, T3, T4, T5, and T6, respectively. With regard to the school identities, the researcher labelled them MTSX and SMPY codes.

The criteria for choosing the participants of the study were on the basis of the research's individual judgment. The researcher selected the participants because they could provide the necessary information needed for the research. The Researcher collected the data using three types of data collection techniques: interviews, observations, and document analysis. According to Creswell (2014) data collection techniques can be performed through in-depth interviews, questionnaires, documentation, and a combination of these or triangulation). Interviews were a general data collection method used to obtain rich and detailed information (Hancock and Agozzine, 2006). This research used a Semi-structured interviews were conducted in this study. In this type of interview, the interviewer created discussion points. In practice, the interviewer asks questions freely, the formulated questions do not need to be asked in sequence, and the choice of words used is not standardized, but modified during the live interview based on the situation. The researcher made a list of interviews related to the readiness and implementation of teaching English using online platforms to obtain detailed information about the teachers' responses to the demand for teaching English using an online platform, difficulties and obstacles faced by the teachers, and how the teacher copes with the difficulties and obstacles in teaching English using an online platform.

Observation was another method of data gathering employed by the researcher. Observations were conducted in the online teaching-learning process on an online platform. Online classroom observation is selected to obtain information about a specific place and allows the behavior of actual teachers and students to learn. Creswell (2012) said, "Observation is the process of collecting open-ended information by observing people and places in the research location." Using the observational instruments, the researcher captured all aspects and details of the lessons. The researcher observed and recorded the entire process of learning using the video recorder under the teachers' permissions. By doing this observation, the researcher can see the online learning process and the interaction between teachers and students during online learning. In addition, the researcher collected various written and online documents prior to conducting document analysis. The term document analysis in this study is simply defined as a procedure for reviewing or evaluating documents, both printed and electronic. The documents included books, handouts, and lesson plans made by English teachers and students' worksheets made by the teachers.

After the data were obtained, the researchers summarized and interpreted the information to understand the topic being studied (Hancock & Algozzine, 2006). The data presentation was arranged in the form of essays and categorizations. The purpose of the data presentation was to support comprehension of the discussed data. Not only support, but also plan the next works based on what has been comprehended. The presentation of the data in this study is explained in narrative form and describes the readiness of the teacher, which is explained descriptively in the form of an essay.

FINDING AND DISCUSSION

Findings

The sole research question was: *How do teachers cope with the difficulties and obstacles in using an online platform for teaching English?* The finding shows teachers' responses to the government policy varied regardless of their competence. Data from the interviews revealed that regardless of their ability, some teachers expressed blatantly that they had to follow the government's policy using online platforms. T2 from SMPY explained, *"Because I'm a (civil servant) teacher, whatever the rules given, we'll just follow them, because we're doing our job."* From the same school, T3 said *"we just follow the government instructions."* The same idea was expressed by T4 from MTSX school, *"there is no problem (for me; indeed I must carry out the policy; we can't force ourselves to teach offline."* From the same school, T6 said, *"This is a policy whether we want or not, we have to implement it."* All of these quoted data show that the teachers are determined to fulfill the demand from the government. They know how important it is to follow these rules. It is their job as teachers to do so. In addition, they admit that even though the policy might be hard to implement in some school, they tried to comply with the policy.

The online classroom observations showed that all of the teachers taught their students through an online platform and they tried to explain things in the simplest way. They tried hard to make students understand, even though they faced many challenges when they taught through an online platform. Document studies showed that all of SMPY's teachers continued to use online tools like WhatsApp and Google Classroom to teach English to their students. In MTSX School, teachers only used WhatsApp to teach English online during times of pandemic. Different schools may have used different approaches to online teaching. This finding suggests that it is important for teachers to improve their competence to utilize available digital tools effectively in order to ensure that students receive quality education despite the pandemic challenges posed. Teachers should explore and familiarize themselves with a variety of online

platforms and tools beyond just WhatsApp, such as Google Classroom, Zoom, or Microsoft Teams. This will allow them to provide a more comprehensive and interactive learning experience for their students.

The findings reveal that some teachers experienced difficulties to teach using online modes. Basically, they showed their resistance to the policy. They stated that they were not ready to teach English using online platform. The data from the interview showed that these teachers were not happy to teach using an online platform, T1 from SMPY said, *"it's more difficult (to teach) online class than face-to-face, it's said online learning...right, but we cannot use online modes other than WhatsApp and Google Classroom...the difficulty with online meeting is that even though we explain the lesson many times, students get difficulties to understand our instruction."* Few of the teachers claimed that they were incapable of using online platforms because students in the rural areas did not have online learning facilities at home. This is why they depended so much on the use of WhatsApp. This finding is congruent with the result of document analysis. The data showed that many of the teachers were only able to show the documents they sent and received from WhatsApp only. They said they used Google Classroom to teach English but they were unable to show the document they mentioned. T4 from MTSX said, *"Obviously, maybe it's not only me, but many teachers are dependent only on WhatsApp."*

Different from their colleagues, some other teachers in urban areas explained that they got no difficulties when developing an online lesson plan because they thought it used a simple form. However, they admitted that the learning process could not be carried out in accordance with the lesson plans. T1 from SMPX explains, *"we teach based on lesson plans ... we follow it, but sometimes we cannot get what we want, for example we use the discussion method now, we'll take it, only a few children will be present at that time."* Similarly, T2 said, *"That's a lesson plan; sometimes it doesn't work, considering the situation and the class that we teach together, so it's more difficult for us to coordinate the classes."* In the online observations of T1 and T2 classes, the researcher noted that the teachers taught students not in accordance with the lesson they made. The data from the document analysis showed that the teacher had thorough lesson plans but they were not executed as suggested. In this relation, T5 from MTSX School stated that *"The material is in accordance with the learning objectives that we choose, but they cannot be implemented optimally."* In the online class observation, the researcher noted that teacher gave only exercises and students did the activities passively.

The interview data indicated that most teachers got difficulties to deal with students' lack of motivation to participate in the English class. These teachers complained that some students

did not submit assignments timely. In this relation, T2 from SMPY School stated, *“not all of them are active; many do not participate.”* T6 from MTSX also said *“Not all of them are present, but at least I follow the process and continue doing my duty.”* The same problems were faced by T2 and T6. When learning through project group activities, many students showed indifference. Through the online classroom observation, the researcher noted that the majority of the students did not willingly participate in the teaching-learning process. The observation data also showed there were only 4 out of 15 students who were actively engaged in the learning process. These students submitted the assignments given by the teacher via WhatsApp groups. The rest did not. Similarly, in T6’s class, only 10 out of 43 students were actively working on the assignment. This condition makes the teacher have difficulties to assess the learning process. This finding highlights the need for further investigation into why the remaining students did not collect their assignments via WhatsApp and whether alternative methods of submission needed to be provided for them.

Other findings revealed that limited facilities such as the absence of mobile phones among students hinder the learning process. As seen in the observation, some students did not join online classes because of the absence of mobile phone. Some students used their parents' mobile phones, which affected their time to collect assignments timely. In this relation, T1 from SMPY expresses, *“he (pointing at one student) doesn’t have a mobile phone; he uses his parents’.”* The results of the observations showed similarly. Some students did not join the WhatsApp group because they did not have a mobile phone or laptop to study through online classes. Data from the document analysis showed that not all students joined the WhatsApp group to study English through online classes. T3 from the same school also said that *“not all students use android and laptops”* besides, the T6 from MTSX also said, *“The students rarely take part in the learning process, the problem is maybe they don't have facilities.”* Another obstacle experienced by the students is that they had to pay the internet quota by themselves. In this relation T1 from SMPY said, *“Well, there is no free internet quota ... Students have to buy the internet quota alone”* T6 from MTSX also said the same thing, *“I have a problem with internet quota, The school quota is limited only for teacher use. That is why I prefer WhatsApp”*

As regards teachers’ effort to cope with difficulties of teaching online, findings of the study showed that teachers developed different approaches. T1 from SMPY remarked, *“Sometimes, the counseling teacher goes to student’s house with their homeroom teacher.”* From the same school T3 from SMPY, *“Counseling teachers or the teachers visit students’ houses.”* The same was expressed by T6 from MTSX *“cooperation with counseling teachers for home visits.”* On the average teachers were able to cope with the problems when teaching

English using an online platform because they collaborated with other teachers to maintain the learning process to run in any way they could. This collaboration not only helped in troubleshooting technical issues but also allowed them to share effective teaching strategies and resources. As such, teachers were able to adapt their instructional methods to students' needs. Thus, they could encourage students' active participation in the online learning. T1 from SMPY remarked that collaboration with other teachers created a new habit among teachers *"Sometimes, the counseling teacher goes to student's house with their homeroom teacher."* From the same school T3 from SMPY, *"Counseling teachers or other collaborated teachers visit students' houses to help with their assignment."* The same thought was expressed by T6 from MTSX School that she did *"cooperation with counseling teachers through home visits."* These quotations mean that the schools recognized the importance of maintaining a strong connection between teachers and students, even in a remote learning setting. By organizing home visits, they aimed to provide additional support and guidance to students, ensuring their well-being and academic progress were not compromised during this challenging time

Discussion

The results of this study indicate that teaching English using an online platform during the pandemic still experiences many problems. The teacher still felt that there was insufficient teaching using an online platform. When the government released a new policy about online learning, every teacher had a different response and perspective, and some teachers stated that the government policy must be implemented because the teacher is under an educational institution, meaning that any regulations and policies issued by the government must be carried out with directions or guidance from related institutions. Meanwhile, other teachers stated that they found it difficult to teach online, and some said that they were surprised by existing policies. The study shows that some teachers were shocked by this policy because it was sudden and had never been faced before. However, over time, the teacher became proficient in using online platforms in the learning process. This is related to the study conducted by Saputri (2016), which states that one of the aspects needed in teachers' readiness is behavioral readiness, in which teachers are willing to carry on a functioning partnership with their colleagues in working and facilitators.

The first factor of teaching obstacle that comes from the teacher was the learning process was not carried out according to the lesson plan. In the teaching process, the teacher first opened the class in a WhatsApp group, and then gave the students simple material. Several

learning activities cannot be carried out during the learning process, such as providing motivation to students and checking student attendance. In the learning process, before teaching, the teacher must prepare an online lesson plan that can be used as a teaching guide so that the learning process can run well. However, in this pandemic situation, the learning process cannot be carried out as in the lesson plan because not all students could attend simultaneously during the learning process. This is related to the four steps in preparing online classes: practice, setting expectations, engaging students, and solicit feedback (Cheyeon & Lee, 2019). In the set expectation step, the teacher must design the learning process before entering teaching time to prevent miscommunication and confusion when teaching.

The second factor that hindered English teachers originated from the students. Students' lack of adequate knowledge and skills in using an online platform and general skills on how to use the online platform must be very important for a teacher and student to have because mastering this skill allows the learning process to run well so that students can easily receive material. However, in the first semester, some of the students in the 7th grade still had no ability to use certain online platforms such as Google Classroom. Maybe they were not using Google Classroom when they were in elementary school that is why they faced difficulties when the teacher sent materials and assignments through Google Classroom, so they could not access materials and assignments through Google Classroom. To overcome this, the teacher usually sends back the material and assignments in the form of images via WhatsApp.

The teacher faced difficulties faced by students who did not participate in learning English through an online platform, because online learning is a new learning system that they have never faced before. The lack of awareness and motivation prevents some students from participating in the learning process, even though they were sometimes not filling in the attendance list made by the teacher in the WhatsApp group, but they still collected the assignments that have been given by the teacher. In addition, some students did not follow the teacher's learning process. This indicates that students lacked motivation to learn English as they found the learning channel did not interest them. The finding supports the underlined motivation theory proposed by Dörnyei and Ushioda (2021).

Another problem that caused the ineffectiveness of the learning process was the lack of support for the learning activities. The presence of any facilities to support learning activities has become compulsory, especially during pandemic times. Another problem that caused the ineffectiveness of the learning process was the lack of support for learning activities. The presence of any facilities to support the learning activities becomes compulsory, especially in

pandemic times. Facilities in supporting the learning process are Internet quotas and media, such as mobile phones or laptops, which play a very important role because, with the fulfillment of facilities, the learning process can run well. As Rahayu and Wirza (2020) reported, technology in education will be useful to support interaction between students and teachers if it provides opportunities to improve the quality of the teaching and learning process.

Although there are obstacles in teaching using online platforms, the study found that the number of teachers took various ways to keep the learning process using online platforms running, namely by giving student worksheets through teacher counseling to students who did not have facilities for online learning. In addition, to overcome students who often did not participate in the learning process, the English teachers collaborated with counseling teachers and homeroom teachers to visit the student's house, and could also give learning motivation about the importance of learning English or the importance of preparation in learning and participation in the entire learning process. Students who did not participate in the online class could have been caused by a lack of motivation and awareness. The lack of motivation exists because the student has lost motivation to learn due to a learning process that is less fun and the impact of the long holiday faced by students. By this time, the students realized that having preparation for learning was important. Moreover, the school also holds sharing sessions with teachers related to how to use online platforms such as Google Classrooms; teachers also continue to try to improve their skills on how to use online platforms by seeking information from the Internet, books, and friends. This is in line with a study conducted by Saputri (2016) that cognitive readiness is an aspect of teachers' readiness, and cognitive readiness means that the teacher is aware of strengths and weaknesses in carrying out their duties.

In relation to the teachers' efforts to adapt to the new teaching platform, the present study reveals some indicators pertaining to how the teachers improved their knowledge about the devices they used, and knowledge about the approach in the application of online learning. Based on the results of the data analysis, the teachers continue to teach the student using the online platform, even though there were obstacles and difficulties experienced by teachers and students. Teachers tried hard to make the material accepted and understood by students. We can also see from the results that the teachers tried to adapt to the students' conditions and situations that occur in the field. Teachers attempted to motivate students the best they could. Theoretically, the teachers' efforts to motivate students posit a psychological driving force for students to carry out learning activities and increase skills and experiences. In this regard, Dikalova (2013) argue that teachers should understand students' needs so that when teachers

realize something is wrong with their classroom undertaking, they immediately improve themselves in the implementation of online learning.

CONCLUSION

This study shows that the teachers responded positively to the demand for teaching using an online platform, which is in line with government policies about teaching using online platforms during the pandemic, and some said that they were not quite ready to teach through online classes using online platforms because they never taught using an online platform before the pandemic and they have to teach with shorter time did not like teaching English in normal situations; they had to learn and practice more on how to use the online platform so it can be their new experience and the teaching-learning process can run well. The difficulties and obstacles that occur in the learning process originate from two aspects: the teacher and the students. The difficulties and obstacles faced by the teachers were that the learning process was not carried out according to the lesson plan, students lacked adequate knowledge and skills in using an online platform, the student did not participate in the online class, and students lacked support for learning English through online classes. Despite such problems, the teacher did several ways to solve the problem, such as the teacher still trying to continue to teach, give, and explain the material in online classes using an online platform, the teacher collaborates with the counseling teacher, and gives students worksheets directly to students who have not joined the WhatsApp group.

The findings of this study are expected to become one of the information sources regarding problems in teaching English using an online platform during the pandemic. Another researcher could conduct further research on teaching English using an online platform. The researcher also expects to expand the research related to the scope of teaching English online platforms.

REFERENCES

- Aini, K., Waluyo, U., & Soepriyanti, H. (2021). Students' Perceptions of and Attitudes the Use of Online Learning Platform for Learning in The Pandemic Time. *Jurnal Lisdaya*, 17(2), 47-56.
- Ally, M. (2008) Foundation of Educational Theory in Online Education for Online Learning. In Anderson, T (Ed). *The Theory of Online Learning*. Canada: AU Press. pp. 15-44
- Buabeng-Andoh, C. (2012). Factors influencing teachers' adoption and integration of information and communication technology into teaching: A review of the literature. *International Journal of Education and Development Using Information and Communication Technology (IJEDICT)*. Vol 8. pp. 136-155.

- Creswell, J. W. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4th Ed.). Boston: MA: Pearson.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publication, Inc.
- Daud, M., Kuo, B., Abdurahman, T., Mr, M., Yusrizal, Y., & Sariakin, S. (2022). Investigating Online Learning Implementation in Indonesia; Challenges and Possible Solution. *Proceedings of International Conference on Multidisciplinary Research*.
- Destianingsih, A., & Satria, A. (2020). Investigating Students' Needs for Effective English Online Learning During . *ELT-Lectura*, 152.
- Dörnyei, Z., & Ushioda, E. (2021). *Teaching and researching motivation* (3rd ed.). Routledge/Taylor & Francis Group.
- Hancock, D. R., & Algozzine, B. (2006). *Doing Case Study Research*. New York: Teacher College Press.
- Indrakusuma, A. H., & Putri, A. R. (2016). *E-Learning 1 (Theory and Design)*. Tulungagung: Program Studi Pendidikan Teknologi Informasi STKIP PGRI Tulungagung.
- Kim, J. (2020). Learning and Teaching Online During Covid 19: Experiences of Student Teachers in an Early Childhood Education Practicum. Springer, 147.
- Martin, JM, Zahrndt, J (2017) *Media and Digital Literacy*. London, UK: Lexington Books
- Rahayu, R. P., & Wirza, Y. (2020). Teachers' Perception of Online Learning during Pandemic Covid-19. *Jurnal Penelitian Pendidikan*, 403.
- Rahmawati, A., & Sujono, F.K. (2021). Digital Communication through Online Learning in Indonesia: Challenges and Opportunities. *ASPIKOM*, 6 (1) pp. 61-76
- Saputri, D. A. (2016). Analysis of Teachers Readiness in Teaching English to YOUNG Learners at Kindergartens. 10-11.
- Silvhiany, S.(2022). Indonesian Teachers' Professional Development Practices and Needs in Post Pandemic Education. *Veles*. Vol 6 (1). pp. 215 – 232
- Soepriyanti, H., Waluyo, U, Sujana, IM & Fitriana, E. (2022). An Exploratory Study of Indonesian Teachers' Digital Literacy Competences. *Technium Social Sciences Journal*. 28. 116-125. 10.47577/tssj.v28i1.5866.