



**PROSPECTIVE-TEACHERS' DIFFICULTIES IN TEACHING ENGLISH
DURING THE COVID-19 PANDEMICS**

THESIS

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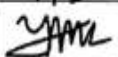


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ABSTRAK

ANISA ULFA, NIM. 1730104005, Judul Skripsi : **“PROSPECTIVE-TEACHERS’ DIFFICULTIES IN TEACHING ENGLISH DURING THE COVID-19 PANDEMICS”** Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Batusangkar tahun 2022.

Prakter mengajar yang biasanya dilaksanakan secara tatap muka atau secara langsung datang ke sekolah dan langsung mengajar di sekolah kini diganti ke sistem online atau daring yang menggunakan beberapa aplikasi untuk kegiatan belajar mengajarnya. Hal ini terjadi karena adanya wabah virus Covid-19. Penelitian ini bertujuan untuk mengetahui apa-apa saja kesulitan mahasiswa PPL dalam mengajar Bahasa Inggris pada masa Covid-19.

Metode penelitian yang digunakan adalah metode *mixed method*. Informan dalam penelitian ini adalah 8 orang mahasiswa Bahasa Inggris yang sudah mengikuti PPL pada semester 7 tahun 2020. 8 informan tersebut didapatkan melalui hasil angket yang disebarakan. Teknik pengambilan data pada penelitian ini pertama menggunakan *questionnaire* dan dilanjutkan dengan teknik wawancara.

Temuan pada penelitian ini yaitu adanya 6 kesulitan yang dihadapi mahasiswa PPL saat mengajar Bahasa Inggris pada masa pandemi Covid-19 diantaranya; 1) membuat video pembelajaran, 2) kurangnya motivasi siswa, 3) penggunaan aplikasi, 4) kesulitan jaringan, 5) memberikan penilaian, 6) mengumpulkan siswa. Adapun hasil temuan ini erat kaitannya dengan kompetensi seorang mahasiswa PPL tersebut sebagai seorang calon guru. Yang mana seorang calon guru harus mempunyai 4 kompetensi diantaranya; 1) kompetensi personal, 2) kompetensi pedagogik, 3) kompetensi profesional, 4) kompetensi sosial.

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CHAPTER I INTRODUCTION

A. Background of the Problem

A prospective teacher who is often also called a pre-service teacher or student-teacher is a college student who is still processing in education and gets an assignment to teaching practice by applying the theory they got in the class to get the experience as a requirement before becoming a real teacher. To become a teacher including English teachers, actually have to go through several stages, including doing teaching practice activities by taking teaching practice subjects. Teaching practice activity is a direct teaching activity that is a place for students to apply or practice all the knowledge that has been acquired during lectures in university to real conditions at school. And then, teaching practice is a program that requires application capabilities and is integrated from all previous learning experiences into a training program in the form of performance in all matters related to the teaching profession, both teaching activities, and other teachers' duties.

According to Britzman (1986); Collier (1999); Çakmakçı, (2009) in Tarman (2012) teaching practice gives prospective teachers some opportunities to apply the theories that they have learned during their studies in university. Not only implementing the acquired pedagogy but also learning how to manage the classroom. And also Fosnot (1996); Shapiro (1991) in Tarman (2012) state that prospective teachers are prepared with methods of teaching by teacher education programs but helping them to solve different kinds of problems in the classroom is more difficult.

In the seventh semester, all students of the educational program have to do teaching practice, often called *Praktik Pengalaman Lapangan* (PPL). It is training to be a professional teacher. In carrying out teaching practices, prospective teachers must also have competencies such as teachers, it is teacher competency. According to Law number 14 of

2005 concerning teachers and lecturers, there are 4 teacher competencies like personal competence, pedagogical competence, professional competence, and social competence that must be achieved by students.

Personality competence likes perfect personality and good characteristics such as being responsible and the students can imitate the teacher. Second, pedagogical competence, means is the teacher's ability to manage class such as planning, actual teaching, and understanding the students. Next is professional competence means teacher ability in doing teaching activities like the teacher masters the learning material so that what they convey can be understood easily by the students. The last competence is social competence; it means is teacher's ability to interact with other people, students, teachers, and others. Through this teaching practice, it is hoped that students can gain experience regarding the mechanisms that apply in the education system in schools, can apply the theories obtained in lectures, and can sharpen the analytical skills of solving problems found in the field, both related to teaching and non-teaching.

However, in the current situation of the Covid-19 pandemic, teaching practice activities that should be carried out directly as has been done by the previous students-teacher is very risky to be implemented at this time. This condition causes teaching practice activities this year to be carried out in two systems, online and face-to-face/offline. However, it is hoped that the objectives of the teaching practice can be realized according to the expectations of all parties. According to Agung et al. (2020) Covid-19 is called a pandemic because of its violence and severity and also as the biggest global health crisis since after centuries of human civilization. And quickly the virus spreads all over the world. On March 15, 2020, four days after WHO confirmed that Covid-19 is a pandemic, the President of Indonesia, Joko Widodo issued some policies about social distancing including study, work, and religious practice from home.

According to Rasmitadila et al. (2020) the Covid-19 pandemic outbreak in almost all aspects of life including education, and Indonesia has not been an exception to these changes. Changes in learning systems, force schools to implements distance learning or online learning. This distance learning is the reason for starting to implement learning from home or school from home. School from home is a program to move learning activities to home online. There are many problems faced by stakeholders especially teachers in implementing online learning in the use of facilities and minimal infrastructure.

Several previous studies explain difficulties teaching English. Many researchers have researched student teachers they are; 1) Rahman (2020), 2) Lestiyawati (2020) the difficulties were teachers' disability in accessing technology, students' limitation in accessing the internet, students' background family, and parents' support system, 3) Atmojo & Nugroho (2020), 4) Lukas & Yunus (2021) the difficulties were internet connectivity, low students motivation, and teachers' in e-learning, 5) Mahyooob (2020), 6) Prabawati (2021) the difficulties were students' internet access and many students did not respond, 7) Fauziah (2021) the difficulties were internet network, lack of students motivation, lack of teacher trust to the students learning outcome and teacher' perception on students in learning, 8) Mardiah (2020) the difficulties were managing the class, designing a lesson plan, feeling immature in teaching, applying the method of teaching, using media or tools effectively, using English as a whole, designing teaching media, and identifying students' character and do the adjustment, 9) Mailizar et al. (2020), 10) (Rahmi, 2020) the difficulties were negotiating the level of the lesson, students' lack of learning interest, insufficiency of instructional, classroom management, and developing a lesson plan. The methodology used by previous research most of them is the qualitative method and very few use the mixed method. This research is different from previous research because the research doing in Covid-19 Pandemic. Because previous research has

focused more on the difficulties or challenges of teachers, this research will focus on the difficulties of the prospective teacher or student teacher in teaching English during Covid-19. And there are still very few who use the mixed method, so this research will use the mixed method as the methodology.

Based on preliminary research, the researcher had experience in PPL subject of the English Department of IAIN Batusangkar Registered in 2020/2021 academic year, which is located in Senior High School 2 Rambatan. The prospective teacher who is carry out teaching practice during this pandemic often complains because of the many problems they face, both from themselves and from the students they teach. Examples of problems such as no internet quotas, the difficulty of internet networks especially in remote places, and no student interest or motivation to learn so that nobody reads any of the materials or teaching materials provided by the teacher and posted online to students by using the application and makes them do not understand the learning. So, because of the Covid-19 pandemic, teaching practice activities that were originally carried out offline or directly coming to the school location were changed to the online system. Now teaching and learning activities are carried out through various applications such as Zoom, Google Meet, Google Classroom, and the most widely used is WhatsApp. Of course, there are many obstacles that the difficulties faced got by real teachers although prospective teachers.

Based on the background above, the researcher is interested in knowing the difficulties in teaching English during Covid-19. So, the title of this research is **“PROSPECTIVE TEACHERS’ DIFFICULTIES IN TEACHING ENGLISH DURING THE COVID-19 PANDEMIC”**.

B. Research Focus and Question

Based on the background above, the focus of this research is to find out the prospective teacher difficulties in teaching English during the Covid-19 pandemic, the researcher conduct the research based on the

questions distributed to students. Then the research question of this research is “What are the difficulties of prospective teachers in teaching English during the Covid-19 pandemic?”

C. Purpose of the Problem

This study aims to find out the difficulties faced by the prospective teacher in teaching English during Covid-19 pandemics.

D. Significance of the Research

Based on the purpose of the research above, the significance of this research is as follows:

1. Theoretically

This research is expected to provide new information and knowledge or theory about the difficulties in teaching English during the Covid-19 pandemic.

2. Practically

This research is expected to provide benefits for lecturers, students, and researchers.

a. For English lecturers

The results of this study are expected to provide information for them on the difficulties in teaching English during the Covid-19 pandemic to prospective students.

b. For the researchers

The results of this study can develop experience and knowledge related to difficulties in teaching English during the Covid-19 pandemic

c. For the prospective teacher

The results of this study are expected for the next students who want to do the next teaching practice to be more prepared for everything in teaching activities.

E. Definition of Key Terms

1. Prospective Teachers

Prospective Teachers' are the seventh-semester students of the English teaching department of IAIN Batusangkar 2020/2021 academic year who took a teaching practice program or training of teaching to be a teacher.

2. Difficulties

Difficulties are some obstacles faced by prospective teachers in teaching English activities who following teaching practice subject in Covid-19 pandemic situation 2020/2021 academic years.

3. Teaching English

Teaching English is an activity to transferring knowledge from the teacher to the students about English to make them have English competence by using applications in the Covid-19 Pandemic 2020/2021 academic years.

4. Covid-19 Pandemics

Covid-19 Pandemic is the disease or illness caused by severe acute respiratory, originated in Wuhan city of China in December 2019 and can make someone to die.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Teaching English during Covid-19 Pandemics

a. Definition of Teaching English

Teaching English in Oxford University Press is the work of teachers of English, whether with children, adolescents, or adults, and whether as a first, second, foreign, or additional language. According to Rohmah (2013) teaching English as a Foreign Language refers to teaching English to students whose first language is not English. According to Mardiah (2020) teaching English is the activity to transfer all of the elements and skills of English to the learner from the teacher.

So, based on the theories above teaching English is a process of the teacher teaching or transferring knowledge about English as a foreign language to make the students can using English effectively because English is not the first language and one of the most essential international languages for communication.

b. Purposes of Teaching English

According to Rachmajanti (2008) in Songbatumis (2017) the aim of teaching English in schools is based on the Decree of the Minister of Education and Culture No. 060/U/1993 dated 25 February 1993 and the 1989 Constitution on the System of National Education that the final goal of the English subject at the schools is to enable the students to be proficient in English in the globalization era. Meanwhile, according to Nurkamto (2003) in Songbatumis (2017), the purpose of teaching English is to develop students' communicative competence that can help them in university education. Mardiah (2020) stated, there are some purposes of teaching English to the students like making them

understand spoken English and able to speak, understand written and able to write in English, developing persona culture through the study of literature, developing their intellectual, developing understanding about how language function and teach them in reading other languages, etc.

From the explanations above, the purpose of teaching English is to develop the student's communicative competence of English and also they able to writing and reading competence to make them understand if they speak with native speakers because in the globalization era English is very important it suitable for the Decree of the Minister of Education and Culture No. 060/U/1993 dated 25 February 1993 and the 1989 Constitution on the System of National Education.

c. Teaching English Curriculum in High School

In the 2020/2021 academic year, the curriculum used in Senior High School is the 2013 curriculum or K.13. According to Risnawati (2017), the 2013 curriculum is the new set of courses and culture to succeed in the aim of education in Indonesia. According to Law number 20 of 2003 the curriculum is a set of plans and arrangements regarding the purposes, content, and learning materials as well as the means used to monitor the implementation of learning activities to achieve specific educational objectives. And according to Wahyudi (2017) curriculum is a set of learning plans and materials the services to achieve the goals, limitations in achieving competence at each level of education and there are principles in teaching and learning in the school or institution.

According to Permendikbud number 70 of 2013 in Wahyudi (2017) 2013 curriculum aims to prepare the Indonesian people to have the ability to live as individuals and citizens who

believe, productive, creative, innovative, effective, and able to contribute to society, nation, state, and world civilization.

So, from the definition above the curriculum is a set of learning plans that is useful for directing learning activities so that can achieve the learning goals which in there are purpose, content, and learning material the 2013 curriculum aims to prepare Indonesian people to have the ability and can be productive, creative, innovative and effective also can contribute in social life.

d. Teaching English Materials

The materials in teaching English in High School contained in the syllabus of English subjects in the first and second semesters of tenth grade are as follows:

- 1) Verbal and written transactional interaction texts involve the act of giving and asking for information related to identity and family relationships.
- 2) Verbal and written interpersonal interaction texts that involve the act of congratulating and praising and responding to them.
- 3) Verbal and written transactional interaction texts involve the act of giving and asking for information related to the intention to act/activity.
- 4) Oral and written descriptive text by giving and asking for information related to tourist attractions and famous historical buildings, short and simple.
- 5) Special text in the form of an announcement, by giving and asking for information related to school activities.
- 6) Verbal and written transactional interaction texts involving the act of giving and asking for information related to circumstances/ actions/ activities/ events that were carried out/occurred in the past which refers to the time of occurrence and ending.

- 7) Oral and written recount text by giving and asking for information related to historical events.
- 8) Oral and written narrative text by giving and asking for information related to folk legends, simple.
- 9) Song lyrics related to the life teenagers of in high school

e. Concept of Covid-19 Pandemics

Covid-19 is a new type of disease that was never identified in a human before. According to Ningsih (2020) Covid-19 originally come from Wuhan, Hubei Province, China, and quickly spread to the world. According to Agung et al. (2020), Covid-19 is called a pandemic because of its violence and severity and also as the biggest global health crisis since after centuries of human civilization.

In conclusion, Corona Virus Disease or Covid-19 Pandemic is the new type of virus that has been identified in humans. And also this virus can be transmitted between humans and animals. This virus is very dangerous because can make people die.

f. Learning Activity In The School During Covid-19 Pandemic

According to Asmuni (2020), since the government announced the first case of Covid-19 in March 2020, Indonesia was faced a pandemic and almost all sectors of life are affected, including the education sector. In the education sector, the government through the Ministry of Education and Culture (Kemdikbud) has implemented a learning from home policy, especially for schools located in the yellow, orange, and red zones. This refers to the Joint Decree of the Minister of Education and Culture, the Minister of Religion, the Minister of Health, and the Minister of Home Affairs regarding guidelines for the implementation of Learning in the 2020/2021 Academic year during the Covid-19 period. For the schools located in the green

zone, they can carry out face-to-face learning while still paying attention to health protocols.

So, in general, as for learning activities during the Covid-19 pandemic, which is done from home or learning from home or distance learning done online through various applications, especially the WhatsApp application. In this learning, teachers and students interact through this application, whether it is checking attendance, giving material, giving assignments, discussions, and even evaluations.

2. Prospective Teacher Difficulties

a. Definition of Prospective Teacher

The prospective teacher who is usually called a student-teacher or pre-service teacher is a person who has taken practice teaching courses and doing teaching practice in the school and is a candidate for a teacher. According to Parvez, Mohammad (2013), prospective teachers are the person who is studying in education course to be a teacher and are also called pupil-teacher, student-teacher, or future teacher. According to Johnson and Perry (1967) in Agustiana (2014), pre-service teachers refer to a college student who is engaged in an assigned student teaching experience. Also according to Lindqvist (2019) student teacher' is the term used to describe a person who is going through an educational program to become a teacher.

On the other hand, according to Mardiah (2020) college students who get the opportunity to follow a teaching practice program and do the practice of teaching like as a teacher to get experience before becoming a real teacher called student teacher. And according to Angelina (2020), student-teacher is the university students who take practice teaching as a requirement to be a teacher.

So, a prospective teacher, pre-service teacher, or student-teacher is a college student who is still processing in education and taking teaching practice subjects by applying the theory they got in the class to the real condition to get the experience as a requirement before becoming a real teacher.

b. Duties and Responsibilities of Prospective Teacher

Prospective teachers have almost the same duties as teachers in teaching activities in general, such as implementing learning. According to Law number 14 of 2005, teachers are professional educators, the main task is educating, which means the teacher not only teaches but also educates. According to Mardiah (2020) student-teacher has some responsibilities during their teaching practice time such as:

- 1) They need to be a good communicator
- 2) Being committed
- 3) Being prepare
- 4) Being responsible
- 5) Acting professionally
- 6) Inquiring thoughtfully.

c. Teacher Competencies

A prospective teacher must have competence both in teaching and socializing. Competencies that must be possessed by prospective teachers are also the same as the competencies of a teacher. Based on law no. 14 of 2005 concerning teachers and lecturers, 4 competencies must be possessed including; 1) personal competence, 2) pedagogic competence, 3) professional competence, and 4) social competence.

1) Personal Competence

Personality competence is a personal ability that can reflect the personality of someone mature, wise and authoritative,

steady, stable, has a noble character and can be a good role model for students.

2) Pedagogical Competence

Pedagogical competence is the ability of a teacher to understand students, design and implement learning, develop students, and evaluate student learning outcomes to actualize their potential.

3) Professional Competence

Professional competence is mastery of learning material more broadly and deeply. Includes mastering of subject curriculum materials and the substance of science that overshadows learning materials and masters the structure and scientific methodology.

4) Social Competence

Social competence is the ability possessed by a teacher to communicate and get along with education staff, students, parents of students, and the community around the school.

d. Purpose of Teaching Practice for Prospective Teacher

There are some arguments from the previous researcher about the purpose of PPL. According to Mardiah (2020) practice of teaching gives some advantages to student-teacher. They get more experience as a teacher and get knowledge and life skill which help them to be good personality. And also according to Mufiah (2019) in Mardiah (2020) the purpose of the teaching practice program is to allow the students to practice their lesson plan and get experience as a teacher in simulation class.

In the teaching practice implementation guidebook in 2020, there are purposes and uses of teaching practice including:

- 1) To provide direct experience to students about the in and out of the environment which is will be their field of duty as a teacher.

- 2) Train students to practice the teacher theories that have been learned.
- 3) Giving students insights on how to face and solve problems they may face in the training environment, as a provision for facing actual assignments.
- 4) Train students in making learning tools and learning media used in schools both offline and online learning.

So, from some definition above the advantages of teaching practice to student-teacher are they can practice the theories that have been learned in real to get experience in teaching and they get much knowledge about life such as social interaction with other people.

e. Definition of Difficulties in Teaching English at School

In teaching activities, of course, there are many difficulties faced by prospective teachers. The difficulties can come from student teachers, students, and from situations and conditions when the teaching activity is carried out. Especially during the Covid-19 pandemic, there are so many difficulties that can hinder a student teacher's teaching activities. According to Angelina (2020) difficulty is a condition when someone hard to do something and needs struggling to get it and it is not easy. Besides that, according to Mardiah (2020) some challenges encountered by English students during the teaching program and causing those while teaching English in the classroom are difficulties in teaching.

The conclusion is that difficulties in teaching are some problems, obstacles, troubles, or conduction that are felt by the prospective teacher in teaching practice can cause difficulty to achieving the goal and needs struggling or more effort to get it. Examples of difficulties in teaching during the Covid-19 pandemic, like the difficulties that come from the teacher such as network

difficulty, lack of quota, there is no smartphone and others. Teachers' difficulties in teaching can also come from students such as a lack of motivation of student interest in learning.

f. Kinds of Difficulties in Teaching English at School

According to Fauziah (2021) there were several problems encountered during online teaching like; 1) problems in the internet network, 2) teachers' perception of students who are truant in learning, 3) lack of students motivation in-participating in learning, 4) lack of teacher trust in students learning outcomes, and 5) lack of interaction between teachers and students. And according to Lestyanawati (2020) the problems faced by teachers in conducting e-learning like teaching problems the teachers' disability in accessing technology, school facilities in supporting e-learning, the difficulties in explaining the material, students' limitation in accessing the internet, students' economically disadvantaged family background, and parents' support system.

Besides that, according to Lukas & Yunus (2021) some challenges in teaching during the Covid-19 pandemic, the majority of teachers expressed that the use of e-learning was effective with various limitations such as teachers' readiness to adopt e-learning, accessibility to mobile phones, and Internet connectivity, classroom management in term of low students' participation and assessment.

The conclusions, in English learning activities, of course, there are some difficulties or challenges faced by prospective teachers especially during the Covid-19 pandemic, like internet access, students' low motivation, and participation. Moreover, prospective students are teaching at school for the first time.

B. Review of Relevant Studies

Relevant studies are research that is the same or almost the same as the discussion in this study. Several studies have been conducted by

previous researchers which are almost the same as this study with the title “Prospective Teachers Difficulties in Teaching English during the Covid-19 Pandemic”.

First, a journal from Rahman (2020) entitled challenges and solutions of teaching English as a foreign language online during a global pandemic like Covid-19: Saudi EFL teachers’ perspectives. The study aims to explore the challenges of teaching English as a foreign language online during the Covid-19 pandemic in Saudi Arabia and to assess whether the teachers are satisfied with online English language learning classes. The research questions are to investigate the challenges of teaching English online during the Covid-19 pandemic in Saudi Arabia and to assess whether the teachers are satisfied with the online class. This research uses a mixed-method methodology. The findings revealed promising results that indicate that teaching English as a foreign language online can be very useful if proper training and orientation programs for teachers and students are implemented and online language learning platforms and tools are up to date. The similarities of this research are both researching the difficulties in teaching English during the Covid-19 pandemic and the differences are the previous research not only examined challenges in teaching but also about solutions to problems in teaching and also examined whether teachers were satisfied with online classes while the research that will be conducted will focus more on the difficulties of prospective teacher in teaching English in Covid-19 pandemics.

Second, a journal from Lestiyanawati (2020) the title is strategies and problems faced by Indonesian teachers in conducting e-learning system during Covid-19 outbreak, the objective of this research was to find out and describe the applied strategies and also problems faced by teachers in conducting e-learning during this Covid-19 outbreak. This research used the descriptive qualitative method. The findings showed that there were three teaching strategies applied by teachers; they were: applying only online chat, using video conference, and combining both

online chat and video conference in the online teaching and learning process. Some of the problems also arose during e-learning, a total of 6 problems. The teaching problems were: the teachers' disability in accessing technology, school facilities in supporting e-learning, the difficulties in explaining the material, students' limitation in accessing the internet, students' economically disadvantaged family background, and parents' support system. The similarity of this article with what researchers will do is to both discuss problems faced or difficulties in teaching activities during the Covid-19 pandemic. While the difference between this article and the research is that the previous researchers not only examined the problem in e-learning but also the strategies in conducting e-learning and focus on the teacher while the research that will be conducted will only focus on the difficulties of prospective teachers in teaching English during Covid-19 pandemic.

Third, from Register Journal by Atmojo & Nugroho (2020) the title is EFL classes must go online! Teaching activities and challenges during the Covid-19 pandemic in Indonesia, have the research questions (1) How do EFL teachers carry out online EFL learning during the Covid-19 pandemic? (2) What challenges do EFL teachers deal with in carrying out online EFL learning during the Covid-19 pandemic? The research is aimed at investigating how EFL teachers carry out online EFL learning and its challenges. The participants were 16 EFL teachers consisting of 12 females and 4 males from 11 different cities and 16 distinct secondary schools in Indonesia. As result, the EFL teachers have carried out online learning through a series of activities ranging from checking the students' attendance to giving a score on the students' works synchronously or asynchronously depending on each school policy. Various applications and platforms ranging from learning management systems to the additional resource are employed. The similarity of this article with what researchers will do is to both discuss the challenges in teaching during Covid-19 in Indonesia while the difference between this article and the

research plan is that previous research examines what applications teachers use in online learning, the teachers' activities in carrying out online EFL learning and the challenges and valid reasons in online learning, while the research that will be conducted only focus on difficulties in teaching English during the pandemic of prospective teacher.

Fourth, a journal from Lukas & Yunus (2021) with the title is ESL teachers' challenges in implementing e-learning during Covid-19, this study aimed to investigate the challenges ESL teachers faced in implementing e-learning during Covid-19. Methodology of this research using a qualitative approach, this research was a case study. Based on the findings, the majority of teachers expressed that the use of e-learning was effective with various limitations such as teachers' readiness to adopt e-learning, accessibility to mobile phones and Internet connectivity, classroom management in terms of low students' participation and assessment. The similarity of this journal with what researchers will do is to both discuss the challenges in teaching during Covid-19 and the difference between this journal and the research plan that the previous research, the object of research was ESL teacher in implementing E-learning, while the research that will be conducted will focus on English prospective teacher difficulties in teaching.

Fifth, a study from Mahyoob (2020) with the title is challenges of e-learning during the Covid-19 pandemic experienced by EFL learners. This study aims to determine the challenges and obstacles confronted by English language learners (EFL) in Science and Arts College, Alula, Taibah University, Saudi Arabia, during switching to online learning in the second semester of 2020 due to the Covid-19 pandemic. The study answers the following questions; 1) what are the challenges of online EFL learning and what will be the provided facilities to students during online learning? 2) Can students in remote towns get a good quality of internet connectivity during online learning? 3) How do make online English classes more engaging, motivating, and innovative during e-learning? 4)

Will EFL learners become familiar with online platforms and get enough experience and confidence to continue online learning? 5) Do the recent social media applications facilitate students' technical skills needed for online education? This is achieved by analyzing 184 learners' responses to the survey-based questionnaire. A descriptive statistical method was used to test the validation of the study. The study results show that most EFL learners are not satisfied with continuing online learning, as they could not fulfill the expected progress in language learning performance. The similarity of this journal with what researchers will do is to both discuss the challenges during the Covid-19 Pandemic. The difference between this journal and the research plan is that the journal focuses on challenges of learners experience in E-learning while the research that will be conducted will focus on prospective teacher difficulties in teaching.

Sixth, a study by Prabawati (2021) with the title is problems faced by English teachers in teaching English online during pandemic Covid-19 at SMP N 2 Kedunggalar. The study aims to: 1) to identify the online learning media used by English teachers at SMP N 2 Kedunggalar, 2) to find out the problems faced by English teachers in the online learning process during Covid-19 at SMP N 2 Kedunggalar, and 3) to find out how teachers deal with problems in teaching English Online during the Covid-19 pandemic at SMP N 2 Kedunggalar. The method used in this research is descriptive qualitative research. The results of this study showed that the media used by the teacher were Whatsapp and Google Classroom. The reason was that the media was considered more practical and efficient. The problems faced by English teachers in learning English online during the Covid-19 Pandemic at SMP N 2 Kedunggalar were difficulties in students' internet access and many students did not respond. The similarity of this thesis with what researchers will do is to both discuss the problem or difficulties in teaching English during the Covid-19 pandemic. The difference between this research and previous research is that it can be seen from the purpose of the research, where the previous research aimed

to find out what media was used and what the teacher's opinion was about the problems that existed in online teaching, while the research to be carried out was only to find out what difficulties were faced by the prospective teacher in teaching activities during this pandemic.

Seventh, the thesis by Fauziah (2021) the title is teachers' problems in conducting online teaching, the purpose of this research is to describe the teachers' problems in conducting online teaching. The research question is what are teachers' problems in conducting online teaching? The study was used descriptive research within the qualitative paradigm. The population is two English teachers from SMPN 1 Batipuh. There were several problems en-counted 1) problems in the internet network, 2) teachers' perception of students who are truant in learning, 3) lack of students' motivation in-participating in learning, 4) lack of teacher trust in students learning outcomes, and 5) lack of interaction between teachers and students. The similarity of this thesis with what researchers will do is to both discuss the problem during teaching online in the Covid-19 pandemic. The difference between this thesis and the research plan is that the researcher focuses on teacher problem in conducting online learning, while what will be done is the research about student-teacher difficulties in teaching practice during the pandemic era.

Eighth, the thesis by Mardiah (2020)entitled student teachers' difficulties in teaching English as a foreign language during teaching practice, have a research question what the student teachers difficulties in teaching English as a foreign language during teaching practice and the purpose of this research are to find out and to inform the student teachers difficulties in teaching English as a foreign language during teaching practice. The design of this research was qualitative research, a case study. The results of this study showed that there are 8 difficulties of student teachers in teaching practice such as 1) managing the class, 2) designing lesson plans, 3) feeling immature in teaching, 4) applying method of teaching, 5) using media or tools effectively, 6) using English as a whole,

7) designing teaching aids or media, 8) and identifying students' character and do the adjustment. The similarity of this thesis with what researchers will do is to both discuss the difficulties in teaching English subjects and the difference between this thesis and the research plan that the researcher doing the research before the pandemic, while what will be done is the research doing in the pandemic era.

Ninth, a journal from Mailizar et al. (2020) with the title is secondary school mathematics teachers' views on e-learning implementation barriers during the Covid-19 pandemic: the case of Indonesia. The study aims to investigate e-learning barriers experienced by Indonesian secondary mathematics teachers amid the Covid-19 pandemic. This study aspires to answer the following research questions; 1) what are the barriers that mathematics teachers view as significant to e-learning use during the Covid-19 pandemic? 2) What is the relationship between each level of barrier to e-learning use? 3) Are there any significant differences in teachers' views on barriers to e-learning use according to their backgrounds? The findings of this study suggest that the student level barrier had the highest impact on e-learning use. In addition, the student level barrier showed a strong positive correlation with the school level barrier and curriculum level barrier. The similarity of this journal with what researchers will do is to both discuss the barrier or challenges during covid-19. The difference between this journal and the research plan is that the journal focus on Mathematics Teachers' Views on E-learning Implementation while what will be doing focus on prospective teacher difficulties in teaching.

And the last is a study by Rahmi (2020) entitle EFL Student-Teachers' Difficulties During Teaching Practicum, have a research question what are the difficulties faced by EFL student-teachers during teaching practicum and what strategies do they use to solve those difficulties, and it aims at exploring the problems of EFL student-teachers during teaching practicum and at to find out some potential strategies that

students could implement in solving those difficulties. This research employed a qualitative approach and the data was collected through the interview method. The population is the student-teacher in English Department at UIN Ar-Raniry. This research found that there are difficulties of students-teachers during teaching practicum; negotiating level of the lesson, students lack learning interest, insufficiency of instructional, difficulties in classroom management, and difficulties in developing a lesson plan, and there are some strategies of student-teachers to solve the difficulties; create the fun classes, differentiated teaching methods, code-switching and repeating the explanation and being considerate. The similarity of this thesis with what researchers will do is to both discuss the difficulties of student-teacher in teaching English practice, while the difference between this thesis and the research plan that the researcher will carry out is the thesis focus on difficulties before the Covid-19 pandemic, while what will be doing is difficulties in Covid-19 pandemic.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used mixed methods. According to Leavy (2017) mixed methods research (MMR) involves collecting and integrating quantitative and qualitative data in a single project and therefore may result in a more comprehensive understanding of the phenomenon under investigation. In this research, to get the quantitative data the researcher used a questionnaire by Google Form. The qualitative data in this research was collected by using interviews. The design of this research is the explanatory sequential design. According to Creswell & Plano Clark (2018) the explanatory sequential mixed methods approach is a design in mixed methods that appeals to individuals with a strong quantitative background or from fields relatively new to qualitative approaches. Here, the researcher collects quantitative data by distributed questionnaires using the google form, after seeing who has experienced the problems to be studied, then continues by collecting qualitative data by interviews to get more information. This research was found out the difficulties in teaching during the Covid-19 pandemic based on the phenomena the researcher found in teaching practice.

B. Research Setting

This research was conducted at English Teaching Department IAIN Batusangkar. To get the subject, the researcher looked for data on the names of prospective teachers whose doing teaching practice at that time that got from Tarbiyah Labor. Then, researchers focused on student-teachers who were teaching practiced in high school. Because of that, the subject of this study is the seventh-semester students who took teaching practice subjects in the 2020/2021 academic year in Covid-19 Pandemic at Senior High School.

C. Research Informants

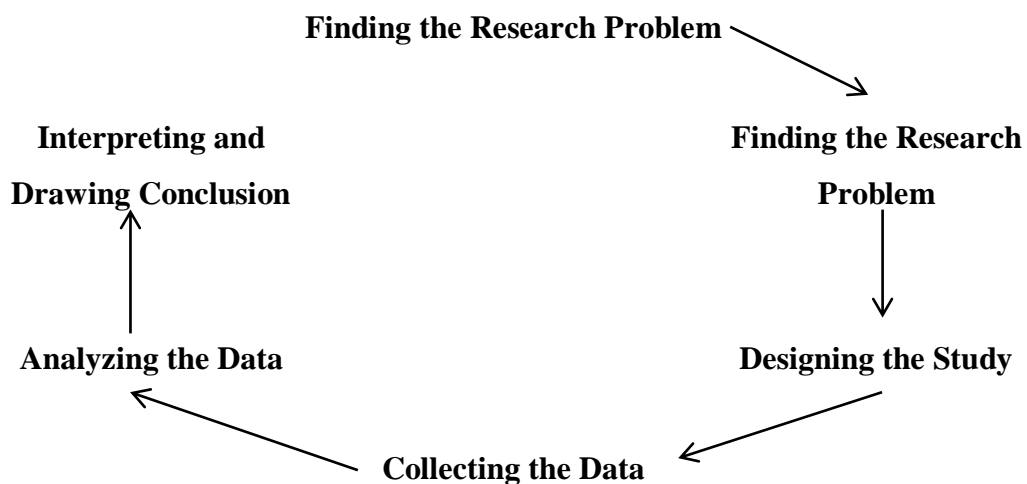
A research informant is a person who provides the data for the research. Informants of this research were the students of the English Teaching Department of the seventh semester who took PPL subject in 2020/2021 academic year in Covid-19 Pandemic at Senior High School. In selected informants, the researcher distributed the questionnaire to all English students who took PPL in the 2020/2021 academic year and saw the answer. Whose answers related to the problem, the researcher contacts them to ask the more information by using interviews.

D. Research Instrument

The instrument of this study there is two. First, the key instrument was the researcher herself. It means the researcher joins to get the data, doing observation, interviews, learning the document, and interpreting the data itself. The second was the supporting instrument like a camera to take the photos during collecting the data, interview guidelines to facilitate the interviewer in interviewing so that the questions were not convoluted and clear. Here, the researcher used a questionnaire by Google Form and an interview as the instrument.

E. Research Procedure

The research was conducted by applying several steps, as stated below:



1. Finding the Research Problem

There were some steps that the researcher did when defining a research problem. First, do the observations during teaching practice activities in the Covid-19 pandemic. Second, interview the seventh-semester student who follows teaching practice online in the Covid-19 pandemic situation.

2. Reviewing Literature

When reviewing the literature, the researcher found several sources related to the prospective teacher's difficulties in teaching English during the Covid-19 Pandemic. Then, select the resources, after that the researcher summarized resources that related to the research problem.

2. Designing the Study

In this step, the researcher constructed a research instrument. In this study, the researcher used questionnaire and interview guidelines to interview the seventh-semester students who followed teaching practice online in the Covid-19 pandemic.

3. Collecting the Data

First, the researcher observed related to the topic of research. And then, the researcher distributed questionnaires. After getting the data, the researcher interviewed the student-teacher. Then, the researcher made the documentation from the interview. The last, the researcher made the transcript of the first interview. In collecting the data, the researcher also used time triangulation to check the data trustworthiness of this research. Then, the researcher made the transcription of the second interview.

4. Analyzing the Data

In this step, the researcher analyzed the data from interview results about the difficulties in teaching English during the Covid-19

pandemic. Then the researcher made the data reduction after that continued to make the data display of this research.

5. Interpreting and Drawing Conclusion

In this step, the researcher interprets and draws the research finding of the difficulties in teaching during the Covid-19 pandemic. After that, the researcher wrote the research report.

F. The Technique of Data Collection

The data was collected by distributing questionnaires and doing the interview. The questionnaire was used to get the first data about any students who have difficulty with the research problem. The interview was conducted to get more information related to prospective teacher difficulties in teaching English during the Covid-19 pandemic. The interview guideline is used in the form of an outline to asked the informant. The researcher used English and Indonesian languages to minimize missing informant information.

G. Checking the Data Trustworthiness

In this research, to check the data trustworthiness used time triangulation to get the best information. Gay et al. (2012), state triangulation is the use of multiple methods, data collection strategies, and data sources to get a more complete picture of the topic under study and to cross-check information. In collecting the data, the researcher has interviewed again. It did get deep information from the informants and confirmed the first interview. But the interview did at different times and place.

H. Technique of Data Analysis

The data analyzed based on Matthew B. Miles, A. Michael Huberman, (2014) as follows:

1. Data Condensation

The process of selecting, focusing, simplifying, abstracting, and/or altering the data found in the whole corpus (body) of written-

up field notes, interview transcripts, documents, and other empirical materials are referred to as data condensation. Data Condensation is not a separate process from the analysis. It is a part of the analytical process. Analytic judgments include which data chunks to code and which to remove, which category labels best summarize several chunks, and which dynamic story to present. Data condensation is a type of analysis that sharpens, sorts, concentrates, discards, and organizes data to develop and verify "final" findings.

In reducing data, the researcher conducted several activities. First, she made the interview transcription. Then, provide the code transcription for each informant as follows: I.1, I.2, I.3, I.4, and I.5 and related to the difficulties such D.1 for difficulty 1, D.2 for difficulty 2, and so on.

2. Data Display

The subsequent significant progression of investigation action is data display. Commonly, data display is a coordinated compacted gathering of data that permits end drawing and activity. The analyst showed information in even structure to discover and show the difficulties in teaching during the Covid-19 pandemic.

3. Conclusion and Verification

After building up and showing information, the last advance is to make an end drawing and check. In this movement, the analyst made ends and confirmed the pieces of information by finishing up understudies' prospective teacher difficulties in teaching English during the Covid-19 pandemic.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This chapter discusses the finding of the research entitled prospective teachers' difficulties in teaching English during the Covid-19 pandemic. The data has collected through a questionnaire by using google form and interviews. The researcher found some difficulties faced by prospective teachers in teaching English during Covid-19. The researcher distributed a questionnaire to 30 prospective teachers, and 17 answered, 13 did not answer because there was no internet quota, forgot to answer, and someone could not contact them. From 17 prospective teachers, 9 answered no had difficulties, and 8 answered had difficulties. The results of the questionnaire can see in the following table:

Table 1: Questionnaire Result

| No | Name | Reg.No | Major | Semester | Difficulty | |
|----|----------------------|------------|-------|----------|------------|----|
| | | | | | Yes | No |
| 1 | Raudatul Hayati | 1730104058 | TBI | 9 | | ✓ |
| 2 | Annisa Oktafitrion | 1730104007 | TBI | 9 | | ✓ |
| 3 | Refka Yesma Reza | 1730104061 | TBI | 9 | ✓ | |
| 4 | Husnaini | 1730104026 | TBI | 9 | | ✓ |
| 5 | Zakiyatul Rahmah | 1730104084 | TBI | 9 | ✓ | |
| 6 | Alvino Windi Saputra | 1730104003 | TBI | 9 | ✓ | |
| 7 | Ranti Afriani | 1730104057 | TBI | 9 | ✓ | |
| 8 | Hidayatul fitri | 1730104025 | TBI | 9 | | ✓ |
| 9 | Widia permata sari | 1730104073 | TBI | 9 | | ✓ |
| 10 | Elvi Sukrina | 1730104020 | TBI | 9 | ✓ | |
| 11 | Rekalifani Dinihari | 1730104063 | TBI | 9 | ✓ | |

| | | | | | | |
|-------|----------------------|------------|-----|---|---|---|
| 12 | Irma Tikasari | 1730104030 | TBI | 9 | | ✓ |
| 13 | Winda Mulyana | 1730104075 | TBI | 9 | | ✓ |
| 14 | Widya Restu Utami | 1730104074 | TBI | 9 | ✓ | |
| 15 | Anisa Mawar Nurbaiti | 1730104004 | TBI | 9 | | ✓ |
| 16 | Asih lizwan | 1730104010 | TBI | 9 | | ✓ |
| 17 | Yulanda Sari | 1730104083 | TBI | 9 | ✓ | |
| Total | | | | | 8 | 9 |

Based on the results of the questionnaire, the researcher continued by interviewing 8 students who experienced these difficulties. The results of interviews found several difficulties faced by prospective teachers in teaching English during the covid-19 pandemic.

After the data collected, the researcher found there are six difficulties faced by prospective-teacher in teaching English during the covid-19 pandemic, they are: 1) making learning videos, 2) lack of student motivation, 3) using the application, 4) network difficulties, 5) giving a score, 6) gathering the students..

1. Making Learning Video

When interview the informants, they who mentioned this problem were the informants 1 (I-1).

The researcher interviewed informant 1 (I-1) on Thursday, January 20, 2022, at 5.40 PM by phone.

The research result was:

| Partisipants | | Utterances |
|--------------|---|---|
| R | : | Apakah ada kesulitan dalam merencanakan pembelajaran? (Are there any difficulties in planning lessons?) |
| I-1 | : | Ooo iya, <u>mungkin ketika merencanakan pembelajaran kesulitan ketika membuat video pembelajaran</u> , disanakan misalkan untuk materi |

| | | |
|--|--|---|
| | | <p>pertama misalkan dibagi menjadi beberapa pertemuan misal 3 pertemuan, jadi pertemuan pertama itu kita fokusnya dibagian kemampuan membaca atau kemampuan speaking gitu. Jadikan kita harus memikirkan gitu kalau untuk speaking/ bagaimana kita menjelaskan divideo tersebut misalnya pronunciation atau kata-kata vocabulary.</p> <p>(Ooo yes, maybe when planning learning difficulties when making learning videos, there for example for the first material, for example, divided into several meetings, for example, 3 meetings, so we focus on the first meeting on reading skills or speaking skills. So we have to think about it, if for speaking, how do we explain in the video, for example, pronunciation or vocabulary words).</p> |
|--|--|---|

From the informant's information, she said that she had difficulty in making learning videos because she must think about suitable and interested material.

2. Lack of Student Motivation

The informants who mentioned this problem were all the informants 1, 2, 3, 7, 8 (I-1, I-2, I-3, I-7, I-8).

The researcher interviewed informant 1 (I-1) on Thursday, January 20, 2022, at 5.40 PM by phone.

The research result was:

| Participants | | Utterances |
|--------------|---|---|
| R | : | <p>Kemudian dalam melaksanakan pembelajaran itu kesulitannya seperti apa? (Then what are the difficulties in carrying out the learning?)</p> |
| I-1 | : | <p><u><i>Kalau dalam pembelajaran mungkin hanya kurangnya partisipasi dan motivasi dari siswa.</i></u> Soalnya video dishare di google classroom nanti di WA ditanya lagi misalkan ada pertanyaan atau tentang tugas yang akan dibikin ada pertanyaan atau tidak, tapi jarang siswa</p> |

| | |
|--|--|
| | <p>yang bertanya kurang responsif jadi gimana biar kita siswa itu biar berpartisipasi aktif.</p> <p>(If in learning maybe only a lack of participation and motivation from students. The problem is that the video is shared on Google Classroom, later in WA, it will be asked again. For example, if there are questions about assignments that will be made, there are questions or not, but students rarely ask less responsive questions, so how can we let students participate actively).</p> |
|--|--|

From the first informant's information, she said that she had difficulty in teaching English because of a lack of students motivation. This can be seen from the participation of students in learning, many of them do not participate.

The researcher interviewed informant 2 (I-2) on Thursday, January 20, 2022, at 11.25 AM by phone.

The research result was:

| Participants | Utterances |
|--------------|---|
| R : | Baik, kemudian aaa apa penyebab masalah yang saudara hadapi? (Okay, then aaa what is the cause of the problem you are facing?) |
| I-2 : | Penyebabnya? (The cause?) |
| R : | Iya (Yes) |
| I-2 : | Mungkin karna siswa itu aaa apa ya antusias belajar online ini kurang seperti biasanya seperti itu karna beranggapan cuma online seperti itu, jadi tidak bertemu langsung dengan gurunya jadi dia hanya melihat materi di google classroom, kemudian seperti itu saja seperti halnya tugas terkadang siswa itu hanya menyalin tugas kawannya, jadi apa yang kita sampaikan itu atau materi yang kita berikan itu tidak tersampaikan kepada murid seperti itu (Maybe it's because the student is enthusiastic about |

| | | |
|-----|---|---|
| | | learning online, it's not like it usually is because he thinks it's just online like that, so he doesn't meet the teacher in person, so he only sees the material in Google Classroom, then it's like that, like assignments, sometimes students just copy. his friend's assignment, so what we convey or the material we give is not conveyed to students like that) |
| R | : | Berarti kurangnya motivasi siswa itu sendiri? (Means the lack of student motivation itself?) |
| I-2 | : | Iya. <u>Siswa kurang motivasi yang dikarenakan oleh seperti yang saya katakan tadi</u> (Yes. Students lack motivation due to what I said earlier) |

The second informants' information said he had difficulty teaching English because of a lack of students' motivation. Can be seen from the students' enthusiasm about learning online is not like usual. So he thinks it is just online.

The researcher interviewed informant 3 (I-3) on Thursday, January 20, 2022, at 12.38 PM by phone.

The research result was:

| Participants | Utterances | |
|--------------|------------|--|
| R | : | Kemudian adakah kesulitan dalam membuat materi pembelajaran? (Then are there any difficulties in making learning materials?) |
| I-3 | : | Ooo kesulitannya ya hmm kayak membuat itu lo apa ya membuat anak itu paham gitu apa yang kita ajarkan gitu. Apalagi sistemnya online nggak tata muka jadi kesulitannya mengguide anak itu agar fokus dalam mengikuti pembelajaran, kadang anak itu masuk sekolah sesuai jadwal kadang nggak dengan alasan mungkin mereka mengatakan sinyalnya nggak bagus atau apa, jadi ooo sebagian siswa itu ada yang nggak masuk kelas jadi itulah kesulitannya, <u>kayak motivasi</u> |

| | | |
|--|--|---|
| | | <p><u>siswa itu kurangnya untuk belajar</u> jadi kalau sebagai guru ya kita beradaptasi dengan siswa itu, ibaratnya kalau kelasnya belum penuh atau apa kan belum bisa dimulai, seperti itulah kesulitannya.</p> <p>(Ooo, the difficulty is, hmm, how about making that, how about making the child understand what we are teaching. Moreover, the online system is not face-to-face, so it is difficult to guide the child to focus on learning, sometimes the child goes to school according to schedule, sometimes not with an excuse, maybe they say the signal is not good or something, so some of the students are not in class, so that's the difficulty. , like students' motivation is lacking to learn, so if as teachers we adapt to these students, it's like if the class isn't full or what can't be started, that's the difficulty).</p> |
|--|--|---|

Lack of students motivation from this informant's information can be seen from difficulty to guide the child to focus on learning, sometimes the child goes to school according to schedule, sometimes not with an excuse, maybe they say the signal is not good.

The researcher interviewed informant 7 (I-7) on Monday, January 31, 2022, at 11.56 AM by phone.

The research result was:

| Partisipants | | Utterances |
|--------------|---|---|
| R | : | <p>Kemudian apakah ada kesulitan dalam melaksanakan pembelajaran?</p> <p>(Then are there any difficulties in carrying out the learning?)</p> |
| I-7 | : | <p>Ooo, <u>ada yaitu kurangnya motivasi siswa</u> karna siswa oo tidak membaca materi dan bikin tugas dan mengumpulkan tugasnya juga oo kadang telat.</p> <p>(Ooo, there is a lack of student motivation because students oo don't read the material and make assignments and collect assignments too oo sometimes</p> |

| | | |
|--|--|--------|
| | | late). |
|--|--|--------|

From this informant's information, she said that she had difficulty in teaching English because a lack of students' motivation can be seen from the students who don't read the material and make assignments and collect assignments too sometimes late.

The researcher interviewed informant 8 (I-8) on Monday, January 31, 2022, at 3.45 PM by phone.

The research result was:

| Partisipants | | Utterances |
|--------------|---|---|
| R | : | Kalau boleh tau apa saja kesulitan yang saudara hadapi dalam mengajar Bahasa Inggris selama PPL kemarin? (If I may know what difficulties you faced in teaching English during PPL yesterday?) |
| I-8 | : | <i>Oo <u>kesulitan yang saya hadapi itunya aa kurangnya motivasi dari siswa saat a melakukan proses pembelajaran</u> mungkin karna aa didalam kelas waktu mengajar guru hanya mengajar sebentar jadi siswa aa hanya fokus untuk aa istirahat untuk bermain sedangkan untuk belajar mereka kurang termotivasi, selain itu aa siswa juga a tidak tidak bersemangat belajar mungkin karna terlalu banyak tugas atau bagaimana pokoknya siswa kurang bersemangat belajar waktu pandemi.</i> (Oh, the difficulty I face is that there is a lack of motivation from students when they are doing the learning process, maybe because in class the teacher only teaches briefly so students only focus on taking a break to play while they are less motivated to study, besides that, the students are also aa not not eager to learn maybe because there are too many assignments or how the students are not enthusiastic about learning during the pandemic). |

From the last informant's information, she said that she had difficulty in teaching English because of a lack of students motivation.

These can be seen from the students only focus on taking a break to play while they are less motivated to study and also because there are too many assignments.

3. Using Applications

From all of the informants, the informants who have mentioned this problem were informants 3 and 4 (I-3, I-4).

The researcher interviewed informant 3 (I-3) on Thursday, January 20, 2022, at 12.38 PM by phone.

The research result was:

| Partisipants | | Utterances |
|--------------|---|---|
| R | : | Kesulitan yang lain apakah ada atau tidak? (is there any other difficulties or not?) |
| I-3 | : | <u>Kesulitan yang lain ya <i>penggunaan aplikasi</i></u> . Ya yang lebih dominan ya karna kesulitan jaringan jaringan (Another difficulty is using the application. Yes, what is more dominant is because of network network difficulties) |

From the first informant's information, she said that she had difficulty in using the application. It can be seen from the informant that she doesn't master applications.

The researcher interviewed informants 4 (I-4) on Thursday, January 20, 2022, at 1.28 PM by phone.

The research result was:

| Partisipants | | Utterances |
|--------------|---|---|
| R | : | Kalau boleh tau apa saja kesulitan yang saudara hadapi dalam mengajar Bahasa Inggris selama PPL di masa pandemi covid-19? (May I know what are the difficulties you face in teaching English during PPL during the covid-19 pandemic?) |

| | | |
|-----|---|---|
| I-4 | : | <p>Aa yang pertama <u>kesulitan saya yaitu mencari aplikasi apa yang cocok untuk menyampaikan pembelajaran</u> karena telah dicoba beberapa aplikasi seperti aplikasi zoom atau google meet itu siswa saya itu terkendala dengan jaringan. Jadi saya sulit mencari aplikasi yang tepat untuk memfasilitasi pembelajaran online.</p> <p>(First of all, my difficulty is finding what application is suitable for delivering learning because I have tried several applications, such as the Zoom application or Google Meet. My students are having problems with the network. So I'm having a hard time finding the right app to facilitate online learning.)</p> |
|-----|---|---|

From the second informants' information, she said that she had difficulty in using the application can be seen from the informants that she does not know what the suitable application for teaching and she does not master applications.

4. Network Difficulties

When interviewed the informants, those who have mentioned this problem were the informants 3, 7, 8 (I-3, I-7, I-8).

The researcher interviewed informants 3 (I-3) on Thursday, January 20, 2022, at 12.38 PM by phone.

The research result was:

| Partisipants | | Utterances |
|--------------|---|---|
| R | : | <p>Kesulitan yang lain apakah ada atau tidak? (is there any other difficulties or not?)</p> |
| I-3 | : | <p>Kesulitan yang lain ya penggunaan aplikasi. <u>Ya yang lebih dominan ya karna kesulitan jaringan jaringan</u> (Another difficulty is using the application. Yes, what is more dominant is because of network network difficulties)</p> |

The third informants' information, she said that she had difficulty in network difficulties, it can be seen from the presence of students in learning.

The researcher interviewed informants 7 (I-7) on Monday, January 31, 2022, at 11.56 AM by phone.

The research result was:

| Partisipants | | Utterances |
|--------------|---|---|
| R | : | Oo kemudian apa penyebab dari masalah yang saudara hadapi tadi? (Oh, then what is the cause of the problem that you are facing earlier?) |
| I-7 | : | Oo masalah jaringan, <u><i>jaringan yang jaringannya bermasalah</i></u> <u><i>Oo network problem, network problem</i></u> |

From this informants' information, she said that she has difficulty in network difficulties. It can be seen from the lack of student motivation that is caused by the problematic student network.

The researcher interviewed informants 8 (I-8) on Monday, January 31, 2022, at 11.56 AM by phone.

The research result was:

| Partisipants | | Utterances |
|--------------|---|--|
| R | : | Oo kemudian di dalam menggunakan google classroom itu apakah ada kesulitan atau kendala? (Oh, then in using Google Classroom, are there any difficulties or obstacles?) |
| I-8 | : | Ada, ada kendalanya (Yes, there is a problem) |
| R | : | Kendalanya seperti apa? |

| | | |
|-----|---|--|
| | | (What are the obstacles like?) |
| I-8 | : | Ooo <u>kendalanya biasanya karna jaringan</u> , kemudian ada beberapa siswa yang tidak memiliki smartphone jadi mereka mengalami kesulitan dan harus menumpang di handphone temannya seperti itu dan untuk jaringan aa bisanya kalau oo didaerah saya mengajar PPL kalau terjadi pemadaman listrik jaringan internet juga semakin sulit jadi siswa kesulitan saat mengakses aaa ujian saat ulangan kalo listrik mati gitu. (Ooo, the problem is usually because of the network, then there are some students who don't have smartphones, so they have difficulty and have to ride on their friends' cellphones like that and for aa network usually in my area teaching PPL if there is a power outage the internet network is also getting more difficult so students have difficulty when access the aaa exam during the test if the electricity goes out). |

The last informants' information, she said that she has difficult in network difficulties. It can be seen from when the electricity goes out so, the internet network is also getting more difficult.

5. Giving Score

The informants who were mentioned this problem were the informants 5 and 6 (I-5, I-6).

The researcher interviewed informants 5 (I-5) on Thursday, 26 January 2022, 12.35 PM by phone.

The research result was:

| Partisipants | | Utterances |
|--------------|---|--|
| R | : | Kemudian didalam penilaian apakah ada kesulitan? (Then in assessment are there any difficulties?) |
| I-5 | : | Dalam penilaian <u>saya kesulitan dalam memberikan nilai siswa</u> tentunya karna daring kita tidak tahu apakah mereka memang mengerjakan sendiri atau |

| | | |
|--|--|---|
| | | dengan bantuan yang lain. (in assessment is that it is difficult to give students grades, of course, because online, we don't know whether they are working alone or with other help.) |
|--|--|---|

This informant's information said that the informant had difficulty in giving scores that can be seen from their assignment they are working alone or with other help.

The researcher interviewed informants 6 (I-6) on Thursday, 26 January 2022, at 1.00 PM by phone.

The research result was:

| Partisipants | | Utterances |
|--------------|---|--|
| R | : | Selanjutnya kesulitan didalam penilaian apakah ada? (then there are difficulties in assessment, are there any?) |
| I-6 | : | Ooo dalam penilaiannya ada sebagian siswa itu yang tidak mengikuti pelajaran atau ujian <u><i>jadi disitulah kesulitannya untuk menentukann nilai-nilai</i></u> yang diperolehnya. (Ooo, in the assessment there are some students who do not take lessons or exams, so that is where the difficulty is in determining the values they get) |

From this informants' information, she said that she had difficulty in giving scores that can be seen from the assessment there are some students who do not take lessons or exams.

6. Gathering the Students

When interviewing the informants, those who were mentioning this problem were the informant 6 (I-6).

The researcher interviewed informants 6 (I-6) on Thursday, 26 January 2022, at 1.00 PM by phone.

The research result was:

| Partisipants | | Utterances |
|--------------|---|--|
| R | : | Emm apa saja kesulitan dalam mengajar Bahasa Inggris selama PPL di masa pandemi covid-19? (What are the difficulties in teaching English during PPL during the covid-19 pandemic?) |
| I-6 | : | Kesulitan dalam mengajar bahasa inggris pertama itu karena pembelajarannya secara daring <u><i>jadi kesulitan dalam mengumpulkan siswa untuk masuk ke grup WA atau google classroom saat itu</i></u> , jadi masih banyak siswa itu yang tidak mengikuti pembelajaran (The difficulty in teaching the first English language was because online learning made it difficult to gather students to join the WA group or google classroom at that time, so there were still many students who did not take part in the lesson.) |

From this informants' information, she said that she has difficult in gathering the students. It can be seen from still many students who did not take part in the lesson because they does not join in the WA group so she contacted her students one by one.

B. Discussion

Based on the findings above, the researcher found 8 people who had difficulty in teaching English during the Covid-19 pandemic based on the questionnaire. Then after the interview with them, there were 6 difficulties faced by prospective-teacher in teaching English during the Covid-19 pandemic.

First, make learning videos. From the interview, the informant stated one of the difficulties is making learning videos. At this time of online learning, making learning videos is a must. Making learning videos also need good creativity. so, the videos made can attract students' interest to learn. It stated in Deswita (2021) that one of the difficulties of students in making learning videos is video learning made by students impressed less

creative this also caused by the lack of students' skills in using the application. The difficulty in making learning videos is the impact of the teacher's lack of professional competence. In professional competence, the teacher is expected to use technology and choose the best media for teaching and developing learning materials creatively.

Second, is the lack of student motivation. The informants who have been interviewed stated one of the other difficulties is lack of student motivation it can see from the student participation so many of them are not active in learning and only focus on taking a break to play, and many of the students did not respond to learn. As stated in Fauziah (2021), she found a lack of students' motivation in participating in learning where the student was not active in the class. Also stated in Prabawati (2021) found that many students did not respond when online learning English. The low motivation of students in learning certainly affects the learning activities. Especially online or remote learning activities where teachers cannot control students well as in face-to-face learning activities. It will affect the students' understanding of the learning material and also on student scores. In this case, the teacher is required to raise the enthusiasm and motivation of students in learning. If the teacher can not create an atmosphere that can increase student motivation, this is the teacher's lack of professional competence. Professional competence is mastery of learning material more broadly and deeply. So in overcoming the lack of student motivation, prospective teachers must make learning materials as creative as possible.

Third, using applications. From the interview, the informants stated the difficulty is using application. It means they didn't mastering in using teaching application. This is also the same as the results of research from Taradisa, Nindia, at al (2020) which the teacher only uses applications that are easy to teach such as wa and youtube and the teacher only asks students to see the material and after the students finish the teacher gives assignments without explaining the material. And also Lestiyanawati (2020) found almost the same difficulty during e-learning like the teacher

was not able to use technology. From these two findings, it can be seen that teachers are very limited in the use of technology where teachers only choose to use easy and simple applications, so that the learning materials are not interesting and students are not interested in participating in learning. In this case, the relationship with teacher competence is the lack of professional competence. In professional competence the teacher expected using technology in communication including in teaching activity.

Fourth, network difficulties. Most of the informants stated that the difficulties in teaching English during covid-19 is network problem. It also stated by Prabawati (2021) she found the problems faced in learning English online during the covid-19 pandemic were difficulties in students' internet access. In online teaching, internet network is very important to support the teaching activity will be going well. This difficulty also stated in Lukas & Yunus (2021) he found that network difficulties are felt more by students who live in remote areas where the impact on their online learning. In this case, teachers and schools must create the best solutions, such as holding blended learning. It means the students who have difficulty with their network are asked to come to the school to pick up assignments, then they do it at home and send back the tasks that have been done to the school. In online learning, teachers are required to be more creative and be able to create the best solutions to the problems they face. This is in accordance with the competence of the teacher, namely the professional competence. In professional competence, one of the things the teacher must do is develop creative learning that are mastered.

Fifth, giving score. In teaching activities, one of the steps is giving a score to the students like assignment, attitude, and skills. Giving scores is very important in learning because students can know their abilities and the teacher can measure student ability. Difficult in giving scores also stated in Mardiana (2021) she found that based on the results of the interview, the teacher also said that it was still difficult to assess student

learning because there were students who did not collect the assignments given. This is also the same as what was said by the informant in this study where the difficulty in giving grades was caused by the students who did not collect assignments. This difficulty is the impact of a teacher's lack of pedagogical competence. In pedagogical competence, the teachers must be able to design and evaluate the process and learning outcomes of students on an ongoing basis using methods, analyze the evaluation of learning processes and outcomes to determine the level of completeness of student learning and utilize the results of the assessment to improve learning programs.

Last, the researchers also found another difficulty faced by prospective teachers in teaching during the Covid-19 pandemic, namely the difficulty in gathering students to learn English online. In online learning students must use the application and join the application, if they do not join then they will miss information about the lesson. This difficulty is also related to the teacher's competence, namely teacher competence. It means the ability possessed by a teacher to communicate and get along with education staff, students, parents of students, and the community around the school. So, the prospective teachers must be able to gather students, invite students to study well so that learning objectives are achieved.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on research findings, there are 6 difficulties as mentioned by the informants of this research when interviewed, they are: 1) making learning videos, 2) lack of student motivation, 3) using the application, 4) network difficulties, 5) giving a score, 6) gathering the students.

B. Suggestion

Based on the discussion of the results of research that has been carried out by researchers, that prospective teacher's difficulties in teaching English during the Covid-19 pandemics carried out by English students in the seventh semester of the 2020/2021 academic year during the Covid-19 pandemic, the researchers give the following suggestions:

1. Prospective-teachers

The researchers are suggested to prospective teachers or student-teachers of the English department at IAIN Batusangkar, especially those who will take teaching practice subject, it is hoped that students will be more prepared before coming to the school for teaching practice especially during the pandemic when the learning changes to the online system.

2. Next researcher

For the next researchers who want to research the same topic, they can research other research objects such as the difficulties of teachers in teaching English during the Covid-19 pandemic or prospective-teachers the difficulties in teaching English in the new normal era

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