Students and Teacher's Challenges in Distance Learning Implementation in EFL Context in SMK Nusa Dua Toya Anyar Kubu, Karangasem

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Abstract

This study aims to investigate students' and teachers' challenges in learning EFL in a distance learning context for 162 eleventh-grade students and one English teacher in SMK Nusa Dua Toya Anyar Kubu, Karangasem in the academic year of 2020/2021. This study used a mixed-method as the data were collected through questionnaires for the quantitative data and interviews for qualitative data. The quantitative data were analyzed by using SPSS to find the mean score and used TCR guidelines of categorization developed from Sugiyono (2017), while the qualitative data were analyzed according to the steps by Miles and Huberman (1994). The result of students' challenges is found that the challenges related to instructional variables (lack of explanation from teachers and limited opportunity to practice four English basic skills) were categorized as the highest challenges experienced by the students compared to institutional and individual variables. In addition, the result of the teacher's data analysis found that the evaluation and assessment variables are the highest challenges compared to access and motivation variables. Understanding the role of a teacher as the instructor in distance learning is important to improve students' ability and can minimize the students' challenges in distance learning.

INTRODUCTION

Covid-19 is a disease which is caused by the virus called coronavirus; this virus appeared at the end of 2019 in China. The virus is spread through direct contact with infected person through coughing and sneezing (World Health Organization, 2020). The outbreak of Covid-19 resulted social distancing, physical distancing and work from home. It is aimed to stop or decrease the spread of the virus. However it made people could not do their activities normally. This gave many impacts in many sectors exceptionally for education sector (Taguchi, 2020). Teachers and students work and study from home since they are not allowed to attend the school as usual.

Distance learning is the solution for current situation in which the students need to study at home as the result of Covid-19 impact and it is a line with the implementation of distance learning where all the learning process in the classroom carry out to online learning (Pasaribu & Dewi, 2021). The implementation of distance learning is totally different with traditional learning. Hermanto et al., (2021) state that studying from home during the COVID-19 pandemic can be categorized as a new learning strategy almost for all school in Indonesia. The differences from face-to face learning to distance learning can create challenges for students and teachers in teaching and learning process. As stated by Lee (2001), new learning technique and environment for students need adaptation for some possibilities challenges appears in teaching and learning process. There are a lot of things different from studying face to face in the classroom and studying at home. Not all students can adapt with this situation due to the differences condition of the students. In addition the teachers also need to find the right strategy to teach students through online. The most important thing is to make students learn by student-centered approach to attach students' engagement. Hence, it is because by studying at home, the teachers are not able to observe students one by one as studying in the class.

The implementation of distance learning is a new thing in many schools in Indonesia. It is usually implemented in University as the age of the students is appropriate for distance learning. As well as at SMK Nusa Dua Toya Anyar Kubu, this school is located at Kubu, Karangasem Bali Indonesia. Based on the interview with a teacher and some students in this school, distance learning is never implemented before. Thus, distance learning is still new for teacher and students. Some students stated that distance learning help them to keep studying at home without going to the classroom. However, it is still difficult for them to adapt in new method of learning, especially with technology.

The use of technology still new in this school, as the school is located in rural area the challenges appeared in teaching and learning process (Wajdi et al., 2020). Schools in rural areas experienced the challenges in term of limited access of technology in doing distance learning compare to the developed areas which are supported with development of technology, infrastructure, and facilities (Indrawati, Prihadi, & Siantoro, 2020). Supported by UNICEF (2020) the children in rural areas are mostly cannot be reached by distance learning. The students still find it difficult to afford access to internet thus they prefer to turn off the camera when doing online classes, it made the students learn less in distance learning (Yuzulia, 2021) In addition, in rural area, some students were helping their parents in livelihood which caused the dropping children from school is high in this pandemic era.

Implementing new thing in education is difficult. Challenges and obstacles must be appeared in the process of learning with new environment and technique (Lee, 2001) As this school implemented distance learning at the first time and the students did not

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prepared for this learning strategy, thus they find challenges in implementing distance learning. Challenges experienced by the students in instructional, individual, and institutional appear in teaching and learning process (Musingafi et al., 2015). Investigating the students' and teachers' challenges in distance learning is needed to know the students' and teacher situation and in the future can adapt based on the students challenges or obstacles when implementing distance learning. In addition, solution also needed to make teaching and learning process more efficient.

METHOD

This study used an explanatory sequential mixed-method design, a combination of both qualitative and quantitative (Fraenkel et al., 2011) which provides more complete understanding and gaining more data. An explanatory sequential mixed-method design collect data in two phases: quantitative data collection which is followed by qualitative data collection intended to help explain or elaborate the previously obtained quantitative results (Pardede, 2018). In this research, the data was gathered by first collecting quantitative data to see the challenges emerging from learning process using a questionnaire, and secondly doing interview to collect qualitative data. In this research, the quantitative data will be prominent and the qualitative data support the quantitative data to make more elaborative and comprehensive conclusion of the investigated situation.

Participants

This research involved one eleventh grade English teacher and 162 eleventh grade students of SMK Nusa Dua Toya Anyar Kubu in the academic year 2020/2021 as the research participants. The English teacher taught five eleventh grade classes, with the total 162 students, at the school. The participants were selected using the purposive and snowball sampling techniques. Cohen et al., (2018) stated that purposive sampling has been chosen for specific purpose of the research. In this research the researcher wants to investigate grade eleven students and teacher in distance learning in EFL context, thus the interviewees must be grade eleven for students and learning English in distance learning.

Instruments

Two instruments were administered to collect the data in this research: two questionnaires and an interview guide. The questionnaires include student questionnaire and teacher questionnaire. The questionnaires were distributed online to the 162 students and the teacher using Google Forms. Both questionnaire use the combination of closed-ended and open-ended questions. Closed-ended questions are questionnaire with the range and optional, thus the respondent can answer easily, as the response categories are provided by the researcher. The researcher used five scale of respondent (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree). There are 24 questions in students' in questionnaire and 21 questions in teacher's questionnaire. The open-ended question was responded by writing challenges which appear in their learning process excluding the challenges already mentioned in the close-ended questions.

The interview guide was used to collect the qualitative data from the participants in order to get information about students' and teacher proposed solution for the challenges appear in learning English in distance learning. In addition, this interview guide was also

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used to get additional information regarding to eleventh grade students and teacher's challenges in distance learning in EFL contact which support the questionnaire data. The interview guide consists of 10 questions related to implementation, challenges, and solution of the challenges. Voice Note feature on WhatsApp will be used to collect the data, remaining of the Coronavirus disease which it can prevent the direct contact.

The Procedure of Data Analysis
The results of the questionnaire were analyzed by using guidelines of categorization developed from Sugiyono (2017 as cited in Shofa & Elviana, 2021). This technique was used to calculate the students' achievement level which is indicated the criteria of the challenges. The result of the interview analyzed according to the steps by (Miles & Huberman 1994).

FINDING AND DISCUSSION
Students' Challenges in EFL Context in Distance Learning
The result of eleventh grade students' challenges in EFL context in distance learning is high. The students showed that they had challenges in individual variables, instructional variables, and institutional variables. Instructional variables are the highest interval based on table categorization.

Table 1. *Student's Challenges in Distance Learning*

No	Dimension	Mean Score	Respondents' Achievement Level (%)	Category	Interpretation
1	Individual Variables	3.20	64	High	High challenges
2	Instructional Variables	2.70	54	Very high	Very high challenges
3	Institutional Variables	3.45	69	Neutral	Neutral challenges
General Mean Score		3.11	62.2	High	High challenges

The Students' Challenges Related to Individual Variables.
The students' challenges in individual variables categorized high. The teacher stated in the interview that some students do not have devices for learning. Similarly, Efriana (2021) found that some students in her study do not have devices for doing online learning. If any, the devices are owns by their parents. Thus, they share the devices with parents and cannot maximize the earning process. Challenges also experienced in purchasing the package data. The package data is cost high and it becomes difficult for the students in middle to lower class economies. On the other hand, if they have the quota, students still found difficulty in accessing internet connection. It is because the place they live do not support for the high speed of internet connection. Supported by Nashruddin and Tanasy (2021) that some students who live in rural areas are not covered with internet connection. Yudiawan, Sunarso, & Sari (2021) and Rasmitadila et al (2020) state that if the internet connection is limited then doing online learning is difficult. Similarly with

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Tarus et al (2015) they found that the challenge in distance learning is lack of affordable and adequate internet bandwidth. Based on the interview session, the students stated that their challenges are difficulty to find internet connection.

Another individual challenges are students' motivation and isolation feeling in doing distance learning. The students used to study in the classroom with their friends and teacher. They used to do discussion directly in a classroom. However, in this condition, the students only learn at home alone without any friends to do discussion directly. Supported by Childers and Jones (2017) motivation in doing distance learning is important to determine the interaction and interest of the students' learning process. Confirms by Efriana (2021) some students are less enthusiastic to participate in learning process, EFL literacy and submission of the task. Similarly, in this research, as the result of lack motivation there is no much discussion happen in learning process and the assignments which should have been submitted one week exceeds to be two weeks or more.

Students' Challenges in Instructional Variables.

Instructional variables is important for the success of learning process, Musingafi et al., (2015) state that instructional related challenges contributed the negativity to students' learning process because students will find difficulty in learning new material in new situation. The role of teacher in distance learning is really important. If the students have difficult in learning, and issues in technical or problem with the tasks given, teacher is the first person that they seek for help. Thus, teacher's communications with the students need to be done properly. Supported by Shih and Hung (2007) good communication are essentially important for the success of distance learning. However, the students stated that the communication with the teacher is not run well in distance learning. It is because of the internet connection and low motivation of some students in learning English distantly.

In face to face traditional learning, the teacher usually teaches the students with visual and auditory. The students can hear teacher's speaking in English directly, thus they can practiced their listening skill indirectly. In this case, the students stated that they could not learn the four basic skills from the teacher properly especially for speaking and listening skill. Similarly with the study from Budiman (2015) it was found that the students also found challenges in practice listening skill and speaking skill. Based on the result of the questionnaires, the students' challenges in learning four basic skills is very high. In distance learning the teacher could not maximize in giving train for the four basic skill especially in listening and speaking skill. Ahmad (2016) found that learning EFL distantly also experienced obstacles in its implementation. EFL learning requires more practice in its application and it needs more supervised by the teacher. Unfortunately, in distance learning the students barely to get the opportunity to practice and be trained by the teacher directly. The students stated that they more focused on learning writing and reading in distance learning. The teacher only gave them text and there will be some questioned to be answered. In addition, they were given assignment to write something related to the material.

The last is students' challenges in institution variables. Institution variables are the lowest rated from all variables for students' challenges. The schools already support the students in doing distance learning. The highest challenge experienced by the students in distance learning is the delay information of study materials. At first, distance learning is

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categorized a new thing in this school, thus preparing the material and modules for students to learn distance learning is needed time as well. On the other hand, the rules that the school has been provided for distance learning did not become the significant problem for the students to learn. Based on the interview with the teacher, she stated that the school decided to not give the students' pressure by giving them least tasks. The learning process is already distance, which make the students more difficult to understand the material, thus the school does not want to put more pressure to students and teacher in this new situation.

Teacher's Challenges in EFL Context in Distance Learning
The result of eleventh grade teacher's challenges in teaching EFL context in distance learning is high. It is indicated that the teacher had challenges in access, motivation and awareness, evaluation and assessment. The highest challenges are in evaluation and assessment for the students.

Table 2. Teacher's Challenges in Distance Learning

No	Dimension	Mean Score	TCR (%)	Category	Interpretation
1.	Access	3.14	62.8	High	High challenges
2.	Motivation and Awareness	3	60	High	High challenges
3.	Evaluation and Assessment	2.2	44.4	Very high	Very high challenges
	General Mean Score	2.78	55.6	High	High challenges

Challenges in Access.
The result from the questionnaires showed that the teacher's challenge in this variable is high. The teacher had no significant problem in ownership of the devices, operating the technologies, and internet connection at home. On the other hand the teacher had least experiences with instructional technologies as that were the first time she had distance learning with long-term learning process. It is supported with the lack of learning mobile applications used in teaching EFL in distance learning. The teacher only used WhatsApp, Google Classroom, and YouTube for teaching EFL in distance learning. Additionally, the teacher also found challenges in managing and communicating with the students. In managing the students, the teacher had challenges in conditioning the students to participate in learning process. Whether it is do discussion with the teacher or only for asking for the material which they did not understand. Rasmitadila et al., (2020) state that factors which create the fewer students participation in online learning are internal and external factor. Internal factor comes from students' home environment which does not support them in doing online learning. It is in line with students' statement in questionnaire that their home environment did not support in doing online learning. In addition, communication with the students is needed in distance learning; however the teacher is difficult to connect with the students as the students had bad internet connection and signals in their home. Similarly with the study Mässing, (2017) found that the teacher also experienced challenge in communicating with the students properly because the students had poor internet connection and some students had no devices. As the result the

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teacher could not do synchronous learning, because some students could not join the learning process as the internet connection barriers.

Challenges in Motivation and Awareness in Teaching English in Distance Learning
Similarly in Mässing, (2017) the challenges also found by the instructors in term of changing the behavior and motivation to participate in e-learning. In this study, the teacher had challenges in term of her motivation in teaching English in distance learning. The teacher is aware of the differences of face to face traditional learning and distance learning. As the distance learning is implemented unexpected at that time, the teacher only discussed the method with other teachers, without any training properly. However, the teacher still found the challenges in teaching EFL because teaching in a new situation is difficult and need to adapt greatly with the current situation and condition. Even in distance learning the students who need actively learn as student-center but it does not mean that the teacher has less responsibility. The teacher had many things to do in face to face traditional learning, as making lesson plans, teaching, assessing and administration. In addition, the teacher needs to arrange the material to be suitable for distance learning. Thus, it made the teacher need modify the materials in to Power Point or make it in Word. The teacher found challenges in making the varieties of the materials. It made the teacher must be familiar with the instructor technologies.

Challenges in Evaluation and Assessment.
This variable is the highest challenges experienced by the teacher. The teacher is difficult to control students' work at home distantly. The teacher stated that in this distance learning the students procrastinate in making their tasks ad mostly submit it when at the end of the semester. It made the teacher difficult to give assessments for the students. The students did not have a good communication with the teacher in communicating the task. The teacher also found that the difficulty in communicating with the students also affected to the challenges in assessment (Widiastuti, Mantra, Sukoco, & Santosa, 2021). Similarly, Rasmitadila et al., (2020) found that the teachers cannot fairly giving the fair assessment for the students, especially for cognitive assessment because the students learned at home and teacher cannot control perfectly whether the students make the task by themselves or they got helped from others.

In addition, the teacher also found challenges in giving feedback for the students. The teacher only gave the students feedback in term of writing feedback. For example the teacher gave a circle or mark for the wrong spelling word made by the students in their works. It is because mostly of the task is written task. It takes a lot of time to give those kinds of feedbacks for the students rather than giving them feedback directly in the classroom. In addition, the other significant challenges experienced by the teacher are in giving exercise for the four English skills. The teacher used to give writing and reading tasks for the students. It is easier to modify the material into online. While for listening and speaking skills, the teacher found it is difficult, thus she managed to give to the students only at the end of the semester. As stated by the students that they barely got speaking a listening practice from the teacher.

CONCLUSION
Regarding to the data collection and discussion, the result of the eleventh grade SMK Nusa Dua Toya Anyar Kubu students' challenges in learning EFL in distance learning are

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1) signals; 2) purchasing the data package; 3) lack of time to study from home; 4) have low motivation; 5) Difficult to learn the four English Basic skills. The data showed that the challenges in distance learning are high. It showed that the students found challenges in individual, instructional, and institutional variables and those challenges are influence the students' learning process and achievement. The highest challenges experienced by the students are instructional challenges. The students' stated that they found difficulties in learning the four basic skill and the students need more explanation about the material.

In addition, the teacher's challenges in teaching EFL in distance learning are 1) Difficult to manage and communicate with the students; 2) Modify the learning material; 3) Difficult to make assessment for the four English Basic skills. Based on the data the challenges in teaching are high. The teacher found challenges in access, motivation and awareness, evaluation and assessment. The highest challenges experienced by the teacher are evaluation and assessment challenges. In addition, the teacher stated that she found challenges in controlling students' work and difficult to give assessment for the four Basic English skills. It was supported with the result of the teachers' interview, which was found that the teacher is difficult to give assessment and material for teaching speaking and listening skill.

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