


CHALLENGE IN TEACHING ENGLISH DURING LIMITED FACE TO FACE LEARNING AT SMPN 2 TORAJA UTARA

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: April 21, 2021 Revised: May 13, 2021 Accepted: May 24, 2021 Published: December 25, 2021</p> <p>Keywords: Challenge Teaching English Face to face Learning</p>	<p>The objective of the research is to find out the challenges faced by English teachers during Limited Face to Face Learning. The researcher used qualitative method in this study. The data was taken from 4 (four) English teachers which collected by using snowball sampling. To obtain data, researcher used interview and it was analyzed by using the theory of Miles and Huberman. The results of this study indicate that there are challenges in Implementation of learning with a short time allocation, The use of media in the learning process with a very short time duration, Students study inactive, Adjustment of teaching materials with the specified time, Students' understanding in receiving learning materials is still lacking due to the short allocation of time, Student Behavior Change, The application of learning is not optimal so that the material is not achieved/completed, Short time allocation in guiding students, where the character of students is different, Lack of time allocation in directing, training, and motivating students who are less disciplined ,Lack of time allocation in motivating students to extracurricular activities and other activities, The work of assignments that are not on time and the assessment of many students with a short time allocation, Limited time to evaluate students' lack of knowledge and skill.</p> <p>Based on the above results, the researcher concludes that teachers face several challenges in learning English after the implementation of limited face-to-face learning at SMPN 2 Toraja Utara as mentioned above.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

The pandemic Coronavirus has affected the learning system throughout the world. At the beginning of 2021 the local government has started to implement limited face-to-face learning. Learning is the activity of educators or teachers programmed in instructional design

in order to make students learn actively which emphasizes the provision of teaching materials and learning resources. Through the Ministry of Education and Culture, the Government has banned all schools from conducting face-to-face (conventional) learning and has ordered online learning to be held (SKB 4 MENTERI PANDUAN PEMBELAJARAN TATAP MUKA, 2020.)

Characteristics of face-to-face learning is a planned activity oriented to the place, and social interaction in the classroom (Amelia, 2020). The basic considerations for the issuance of this SKB 4 are: (1) the health and safety of the entire community in the education unit is the main priority that must be considered in setting education policies during a pandemic; (2) based on the results of the Government's evaluation, there is a need for face-to-face learning from students who experience problems in conducting distance learning; (3) as an effort to prioritize the health and safety of the education unit community, vaccination interventions are needed for educators and education personnel as an effort to accelerate the implementation of face-to-face learning, not only the implementation of strict health protocols in education units and epidemiological considerations of COVID-19 problems. This study aims to find out what are the challenges in teaching English during Limited Face-to-face Learning.

In the Limited Face-to-Face learning process, it is very different from previous face-to-face learning or before the corona virus outbreak appeared. Educators find it difficult to develop their learning English. The learning process that was previously carried out directly by reaching all aspects, both cognitive, affective, and psychomotor, has now turned into limited face-to-face learning. This has an impact on the quality of learning. Fourth, state your research question and research objectives based on the gap analysis presented in the previous paragraph. Furthermore, please state the novelty of your research. This could be written in one paragraph.

RESEARCH METHOD

The research method of this study is qualitative research, namely a research approach where the data collected is in the form of words and not numbers. The data were collected from SMPN 2 Toraja Utara. The data in this study were collected using semi-structured interviews and documentation. To analyze the data, researcher used the theory of Miles and Huberman.

RESULT AND DISCUSSION

The results of this study were obtained by using semi-structured interviews directly to informants as a form of searching and direct documentation in the field. This study focuses on the challenges faced by English teachers in the limited face-to-face learning process at SMPN 2 Toraja Utara. Information gathering has been carried out for 2 days, namely on 26-27 January 2022. Researcher also used a qualitative approach to see the natural condition of a phenomenon. This strategy seeks to elicit and depict environmental reality. Qualitative

research is a method of collecting descriptive data in the form of written or spoken words about the people or attitudes observed (Nasution, 2003)

In knowing the challenges faced by teachers in the process of learning English during limited face to face learning, there are several challenges faced by teachers at SMPN 2 Toraja Utara. These challenges are categorized into 12 challenges, namely; Implementation of learning with a short time allocation, The use of media in the learning process with a very short time duration, students study inactive, adjustment of teaching materials with the specified time, students' understanding in receiving learning materials is still lacking due to the short allocation of time, student behavior change, the application of learning is not optimal so that the material is not achieved/completed, short time allocation in guiding students, where the character of students is different, lack of time allocation in directing, training, and motivating students who are less disciplined, lack of time allocation in motivating students to extracurricular activities and other activities, the work of assignments that are not on time and the assessment of many students with a short time allocation, limited time to evaluate students' lack of knowledge and skill.

During the interview, the teacher gave some answers which are answered the research questions on "What are the challenge in teaching English during the Limited Face to Face Learning Process at SMPN 2 Toraja Utara?" is a challenge faced by teachers in Limited Face to Face Learning. Research found 12 challenges that teachers face in the process of learning English through the implementation of limited Face to Face Learning after evaluating interviews.

Implementation of learning with a short time allocation

From the aforementioned phenomena, and in accordance with the Joint Decree of the Ministers of Education and Culture, Religion, Health, and Home Affairs of the Republic of Indonesia Number 03/KB/2021 NUMBER 384 YEAR 2021 NUMBER HK. 01. 08/MENKES/4242/2021 NUMBER 440-717 YEAR 2021 regarding the implementation of learning during the covid-19 pandemic. The findings indicate that the primary problem encountered by English instructors at SMPN 2 Toraja Utara is a lack of instructional time. This conclusion is consistent with the findings of Mitra Kasih La Ode Onde, Hijrawatil A, Eka R. S, and Nur M (2021), who concluded that "students are driven by time and want to maximize their time spent." This result demonstrates that instructors have difficulties in the English learning process when given a limited time allotment, implying that the teaching and learning process is insufficient.

As a result of the discussion above, it can be stated that the difficulty instructors confront during PTMT (Pelaksana Tatap Muka Terbatas "Limited Face-to-Face Executor") is a lack of time for learning. Previous study indicated that face-to-face learning was restricted to being conducted methodically and in accordance with the New Normal's PTMT

implementation requirements. However, the learning process is not ideal when time is limited.

The use of media in the learning process with a very short time duration

Second, there isn't enough time set aside to make the instructional design. This shows that learning instructional designs can't be made in a short amount of time. Making progress in your education is important, but there isn't enough time for both. Choosing educational models and procedures to use in class. People who write about this say that "One alternative solution that can be used is to make a Learning Implementation Plan for the school and the Covid-19 pandemic situation."

Based on the discussion above, it can be concluded that teachers have a hard time because they don't have enough time to make instructional designs. In the process of learning, there isn't enough time to: improve education indicators, make plans for education, and find out about educational models and procedures. In limited face-to-face learning, the right method can help students learn more.

Students study inactive

Based on the data, the students' activeness in learning stops. It's part of the learning process for students to be active and use PTMT to help them. But the data shows that students are more active when they are learning than when they aren't. T1 and T2 say that students' learning is affected by their worries and fears in the new normal period of the Covid-19 pandemic. It says in the Big Indonesian Dictionary that the word activity comes from the word active, which means to be active. There are different types of activities that are both intellectual and emotional, so that students can participate actively in Sudjana's learning activities and help her learn what she needs to know about (Kanza, Lesmono, and Widodo, 2020)

There is a lot of talk about how PTMT makes it hard for people to be active in learning. Previous research said that starting a school could help people learn better. When teacher students aren't moving because they are worried or afraid, this can be a big problem.

Adjustment of teaching materials with the specified time

A big part of teaching and learning is when you use teaching materials in the process of learning. Teachers who used to be the source of learning now act as facilitators of learning activities who help students solve problems they have when they're learning. PTMT made this change possible. As the teacher said, the way teaching materials are adjusted with the amount of time given is not in balance. Teaching materials are a set of subject matter that refers to the curriculum that is used to meet certain standards and basic skills in a certain way (Nurdyansyah:2018). With a short amount of time, the way teaching materials are adjusted to the learning process isn't as good as it should be. This is a problem for teachers when they have a limited amount of time to change teaching materials.

Based on the discussion above, it can be concluded that with a short amount of time, the adjustment of teaching materials to the learning process is not the best way to do it. The presentation of the material is very dense. It only talks about the most important points and emphasizes the completion of practice tests. Teachers face a big problem when they have to make changes to teaching materials in a short amount of time.

Students' understanding in receiving learning materials is still lacking due to the short allocation of time

In the classroom, learning goals are an important part of the teaching and learning process that must be met. It is the goal you want to achieve from a series of activities that you do in the learning process. The goal is where you want to go from the activities you do (Abdi, 2020). Challenges that teachers face when they use PTMT are that students still don't understand how to use learning materials to meet learning goals because there isn't enough time. During the COVID-19 pandemic, "school residents are expected to adapt to new learning methods quickly." This is in line with research done by Adiyono in 2021.

Based on the discussion above, it can be said that learning objectives are the goal of a series of activities that are done during the process of learning. Teachers face a big problem in this type of learning because their students don't understand how to use the materials they need to learn in order to meet their learning goals because they only have a short amount of time. During the COVID-19 pandemic, schools are expected to quickly adapt to new ways of learning.

Student Behavior Change

In the classroom, learning goals are an important part of the teaching and learning process that must be met. It is the goal you want to achieve from a series of activities that you do in the learning process. The goal is where you want to go from the activities you do (Abdi, 2020). Challenges that teachers face when they use PTMT are that students still don't understand how to use learning materials to meet learning goals because there isn't enough time. During the COVID-19 pandemic, "school residents are expected to adapt to new learning methods quickly." This is in line with research done by Adiyono in 2021.

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The application of learning is not optimal so that the material is not achieved/completed. When a teacher uses learning methods and techniques, he or she should, of course, use the right educational methods in order to make the teaching and

learning process go as smoothly as possible. Students can also learn well because the teacher uses a method that makes the material more interesting and good to learn.

The teaching profession must be able, which means that the profession must be followed by someone who has a lot of knowledge about the profession (Muchtart Lutfi in Wulandari L, 2008). According to the data that has been looked at above, the use of learning methods and techniques is not the best way to learn. As the teacher said, "the use of methods and learning methods is not ideal because there is not enough time." This is a problem that teachers have to deal with when they have a limited amount of time to choose learning methods and techniques.

Based on the discussion above, it can be said that teachers need to use the right educational methods in order to have an efficient and effective teaching and learning process. Teachers must be able to do their job, which means they must have special skills for their job. Teachers have a hard time figuring out how to teach students in a short amount of time.

Short time allocation in guiding students, where the character of students is different

Guidance is one of the fields and programs of education, and this program is meant to help students grow as much as possible. According to Tolbert, guidance is all programs or all activities and services in schools that help people make plans and make changes in all parts of their daily lives so that they can be more successful. Counseling is a service that is different from other types of education in Leuwinanggung, With the use of PTMT, teachers have a hard time guiding students because they have to compare the attention and talents of each student and the different types of students they work with, while they have a limited amount of time. Teacher: "There are differences in attention and talent in each student, but not enough time is spent on guiding students. This is not the best way to teach."

Based on the discussion above, it can be said that Guidance is one of the fields and educational programs, and this program is meant to help students grow the most. People who need help with their education don't get the same help from other types of education. Guidance is a special service. Each student pays attention and has different abilities, but the teacher hasn't spent enough time with each one.

Lack of time allocation in directing, training, and motivating students who are less disciplined

In the world of education can not be separated from the role of a teacher who is an important core in the learning process. The teacher is one form of implementer in learning activities who want to move student development in a positive direction. Based on the phenomena that have been analyzed, the research found that the challenges of the English teacher in fostering students' affectiveness were not optimal. As the teacher said that in fostering affective is not optimal because of the lack of time in fostering students' effectiveness. This is supported by research conducted by Adiyono (2021) which states that "school residents are expected to immediately adapt to new ways of learning during the COVID-19 pandemic".

Based on the results of the discussion above, it can be concluded that in the world of education the role of a teacher is an important core in the learning process. The challenge of

English teachers in fostering students' effectiveness is not optimal because of the short time allocation. Schools are expected to quickly adapt to new ways of learning during the COVID-19 pandemic.

Lack of time allocation in motivating students to extracurricular activities and other activities

Extracurricular activities are extra activities that happen outside of school hours. These activities happen both at school and outside of school, and they help students learn new things, improve their skills, and shape their personalities based on their own interests and talents. According to Trisnasari, extracurricular activities are things that happen outside of class time and help students improve their skills. Only to make students who are good at what they do, but also to make them people who have good character (Trisnasari, 2018). In order for students to do extracurricular activities, they must do them. Based on the data, the researcher found that teachers had a hard time with extracurricular activities because they didn't have enough time to help them.

Based on the discussion above, it can be said that extracurricular activities are extra activities that happen outside of class time. Extracurricular activities are done to help students improve their skills. Not only to make talented students, but also students with good morals, is what we want. Teachers have a problem with extracurricular activities because they don't have a lot of time to help with extracurricular activities.

The work of assignments that are not on time and the assessment of many students with a short time allocation

Assessment of the teacher's learning process and results is an important part of planning or implementing the teacher's learning process. Assessment is a very important thing for teachers to do in a lesson because they can use it to figure out where their students are good and where they need to improve (Afrilia, 2020). PTM has changed how teachers and students are assessed, which makes it hard for them to do well in the classroom. Teachers have a hard time with the assessment because they have to look at four things, like knowledge, skills, attitudes, and spirituality, in a short amount of time.

Based on the discussion above, it can be said that the teacher's learning process is important because he or she has to keep track of what he or she is learning and how it goes. Teacher assessment can help you find your weaknesses and strengths when you're learning. It can be hard for teachers to get their work done on time, and they only have enough time to look at four things: knowledge, skills, attitudes, and spirituality.

Limited time to evaluate students' lack of knowledge and skill

Evaluation is the process of gathering and analyzing information to see how well decisions were made when designing a teaching system for a certain level or school. Evaluation is also a way to see if a learning process meets the goals or criteria that were set. However, learning evaluation is an activity that includes measuring or assessing (assessment), processing and making decisions about the level of learning outcomes that students or students achieved

after they did certain things in the classroom in order to reach certain educational goals. It's worth a try. In their analysis, the research found that teachers have a hard time rating students because they don't know how to do it well. In this finding, the teacher has a hard time because they don't have a lot of time to look at the students' lack of knowledge and skills. Trying to figure out which students aren't good enough takes a lot of time. This shows that not enough time is spent on evaluating students.

People who talked about this already know that evaluation is a way to figure out whether a process of learning activities meets the goals or criteria that were set. It is important to process and interpret what you learn in class so that you can make decisions about how to reach your educational goals. Teachers have a hard time figuring out how much time they have to figure out how little knowledge and skills their students have.

CONCLUSION

The researcher concluded Implementation of learning with a short time allocation, The use of media in the learning process with a very short time duration, Students study inactive, Adjustment of teaching materials with the specified time, Students' understanding in receiving learning materials is still lacking due to the short allocation of time, Student Behavior Change, The application of learning is not optimal so that the material is not achieved/completed, Short time allocation in guiding students, where the character of students is different, Lack of time allocation in directing, training, and motivating students who are less disciplined, Lack of time allocation in motivating students to extracurricular activities and other activities, The work of assignments that are not on time and the assessment of many students with a short time allocation, Limited time to evaluate students' lack of knowledge and skill are a challenge faced by English teachers during the implementation of Limited Face-to-face Learning at SMPN 2 Toraja Utara.

The research put forward some suggestions as follows: Teachers can carry out learning by explaining learning materials and other activities directly to the core of the learning material or the core of these activities in order to maximize the limited time. Teachers can maximize time in facing challenges; Implementation of learning with a short time allocation, The use of media in the learning process with a very short time duration, Students study inactive, Adjustment of teaching materials with the specified time, Students' understanding in receiving learning materials is still lacking due to the short allocation of time, Student Behavior Change, The application of learning is not optimal so that the material is not achieved/completed, Short time allocation in guiding students, where the character of students is different, Lack of time allocation in directing, training, and motivating students who are less disciplined, Lack of time allocation in motivating students to extracurricular activities and other activities, The work of assignments that are not on time and the assessment of many students with a short time allocation, Limited time to evaluate

students' lack of knowledge and skill. Research hope that future research can find more solutions to the challenges faced by English teachers in limited face-to-face learning.

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