The Challenges Faced by Teachers in Teaching English in The Current Curriculum Change

Geminastiti Sakkir[1], Amirullah Abduh[2], Martin Andrew[3], Ahmad Bukhori Muslim[4], Yasdin[5]
Universitas Negeri Makassar[1,2]
Otego Polytechnic University, New Zealand[3]
Universitas Pendidikan Indonesia[4]
Email: geminastitisakkir@unm.ac.id

Abstract. This study was conducted with the aim to know and identifying the challenges faced by teachers in teaching English in the current curriculum change. The research method that will be used is descriptive qualitative method. The subjects are 102 teachers in SMA/MA/SMK/equivalent in South Sulawesi Province. Data obtained from essay questions were analyzed through qualitative data analysis techniques through coding. The results of the analysis was in the form of a description of the teacher's challenges faced in teaching English during the curriculum change period. This description will be useful for learners, teachers, policy makers and foreign language learning theorists. The results of the study indicate that, there are many challenges faced by teachers in teaching English in the current curriculum change (before the Pandemic, during and post Pandemic Covid-19 era). The challenging comes from students' conditions, teachers' conditions, school condition, environment condition, materials condition, learning process, administration process, and technology implementation.

Keywords: Challenges, Teachers, Teaching Strategies, Curriculum

INTRODUCTION

Strategy is an essential component of the teaching and learning process. In the teaching and learning process, strategy is an action that both the teacher and the learner must perform in order for the learning activity to be effective and efficient. Of course, it is the teacher's responsibility to design the plan and to accompany the students in their learning activities. According to Silver et al., "The purpose of teaching is to knit together a conversation that unifies these dissimilar individuals around a shared core of learning." Strategies are the various sorts or styles of plans used by teachers to achieve this purpose." The teacher should be able to select an acceptable technique for teaching kids to talk. Many tactics are used and created

during the teaching and learning process. Because the aims of each talent are not the same, the strategies used to obtain the capacity to write and talk would be different. Writing is concerned with the ability to produce written language, whereas speaking is concerned with the ability to produce oral language. Furthermore, in order to achieve the desired results, the tactics for teaching English skills should be tailored to each talent.

The students require a suitable method for acquiring resources from the teacher. The teacher's methods must be appropriate for the students' abilities and conditions. The speaking methods aid the teacher in doing instructional speaking effectively. The strategies employed by teachers in the seventh grade will differ from those employed by teachers in the eighth and ninth grades. Teachers' tactics in classrooms with highly motivated students differ from those in classes with less motivated pupils.

Learning strategies are actions made by students to improve their learning. Active use of language learning strategies assists learners in taking control of their own learning by enhancing language abilities, increasing confidence, and motivating them throughout the learning process. Strategy instructions improve learners' independent and autonomous learning, as well as their ability to accept responsibility for their own learning. The more techniques a learner employs, the more confident, driven, and self-efficacious the learner feels. Teachers are expected to select appropriate teaching techniques and learning strategies for their students, as well as to educate them how to understand learning strategies in order to increase levels of self-directed learning (Shi, H, 2017).

Jabbarov (2018) said that the competency of a foreign language teacher can be defined as a set of professional and personal traits (competence) of the teacher that define efficiency. As a result, in a foreign language learning situation, learners have few opportunities to use the target language outside of the classroom because the language (English in this case) is not utilized as the primary means of communication among people. When a target language is rarely spoken outside of the classroom, input and language use in the classroom are critical (Suryati, 2013).

To summarize, a variety of difficulties appear to be hindering the success of EFL teaching and learning in Indonesia. Teacher qualifications and English competence, classroom size, student motivation, classroom-oriented learning, and limited learning resources are all essential factors in the success of EFL teaching and learning (Atmowardoyo, 2020, 2021; Sakkir 2020; Bradford, 2007; Kassing, 2011; Kirkpatrick, 2007; Sulistiyo, 2016; Yulia, 2013).

Several EFL research studies in Indonesia have revealed that the implementation of the national curriculum in Indonesia has been fraught with difficulties. This is evident when comparing the quality of EFL education in Indonesia to that of other countries. Despite high hopes for Indonesia's education curriculum, the outcomes of the secondary school final national test are far from adequate, especially when compared to other Asia-Pacific countries (OECD, 2014). According to

research in the areas of teacher competency, curriculum, and English language teaching, the Indonesian government's strategy on EFL education has received some criticism. For example, Halim (2013) asserted that the Indonesian government's idea of professional competence is too narrow and must be understood in the social context of teacher professionalism. Furthermore, several norms and practices in Indonesian EFL classrooms are inconsistent (Lie, 2007). The previously mentioned competence-based curriculum for English instruction in junior and senior high schools intends to expose pupils to English texts while also developing English competence to enable students gain access to better professions in the future.

Curriculum change policies have happened in Indonesia several times in the past, particularly when the Covid-19 Pandemic struck. The influence of the Corona virus disease 2019 (Covid-19) pandemic is now beginning to enter the field of education. This is done to try to prevent the spread of Covid-19. It is hoped that all educational institutions will withdraw from normal operations, which will assist to minimize the spread of Covid-19. Various countries that are exposed to this disease have implemented lockdown or quarantine rules in an effort to restrict the interaction of many people who can provide access to the spread of the Covid-19. There are some questions that must be answered in regard to the spread of the Corona virus and its impact on teaching and learning programs. Based on the description above, it is vital to observe English instructors' obstacles in teaching EFL in the midst of curriculum changes that have occurred in Indonesia. Based on these conditions, researchers are interested in conducting a study titled "What are the challenges faced by teachers in teaching English in the current curriculum change?"

RESEARCH METHOD

This research uses a qualitative approach, apparently it can be called by several names, depending on where the research is viewed. From the point of view of the nature being investigated, more specifically this research can be referred to as Qualitative Descriptive research. This type of qualitative descriptive research is a research method that utilizes qualitative data and is described descriptively. This type of qualitative descriptive research is often used to analyze social events, phenomena, or circumstances. Therefore, qualitative research is often defined as research that is subjective (not objective), and findings are collected in a written format rather than numerical.

By referring to this definition, this study seeks to find answers what the challenges faced by teachers in teaching English in the current curriculum change. This research was conducted by giving essay questions about the challenges faced by teachers in teaching English in the current curriculum change. The subject of this study included 102 English teachers from senior high schools in South Sulawesi, Indonesia.

One of the characteristics of qualitative research is that the results obtained are developed through inductive data analysis. First of all, the researcher obtained

specific evidence through observation, interviews and giving preliminary and final tests. Furthermore, the specific evidence is collected and linked to become a theme. The description of the theme is then presented as the result of the research.

In line with these characteristics, this research takes several analytical procedures which Strauss and Corbin refer to as 'codification' (coding). The procedures include open codification, axial codification, and selective codification. Through the three kinds of codification which were carried out interactively, specific phenomena were first obtained. These phenomena are then grouped into categories.

The categories found are usually still relatively rudimentary. Therefore, in order to be perfect, it is necessary to explore the properties and dimensions associated with the category. In this analytical procedure, the researcher does not only use inductive thinking patterns, but also deductive ones. Strauss and Corbin mention it with the phrase moving between inductive and deductive thinking.

Next, the categories are recombined and linked through a procedure known as axial codification. In this codification, categories are recombined and linked using a paradigm pattern that includes causal conditions, phenomena, contexts, accompanying conditions, action strategies, and consequences. Next, the core categories are searched through selective codification. The core category is then appointed as a theme, and other categories that are peripheral are used as supporting categories.

Open codification is a part of analysis that is specifically concerned with naming and categorizing phenomena through careful examination of the data. With open codification, the data is separated into parts, then carefully examined and compared with one another, to further identify the similarities and differences of each.

To support such an open codification, several important things were carried out. The first is to identify phenomena that are thought to be relevant to the research focus. This step is done by bolding the sentences in the field notes that indicate these phenomena. Therefore, from this step a list of phenomena will be obtained.

FINDINGS AND DISCUSSIONS

The supporting factors and challenges faced by teachers in teaching English in the current curriculum change

1. Challenges faced in teaching English during the current Pandemic era

There are many challenges faced in teaching influenced the teaching strategies of English senior high school teachers during the current Pandemic Covid-19 era. There are some teachers' opinion about the challenges on the curriculum that implement in during Covid- 19 Pandemic era.

a. Students Condition

1) *Attract students' attention to stay in the learning process (T1, T13, T64, T79, T97, T99)*

2) *Student interest and activity (T2, T13, T39, T43)*

3) *The challenge in teaching English during a pandemic is that it is difficult to bring all students, because usually in one class there are those who don't have Android phones (T3, T14, T27, T31, T61)*

4) *Learners' cognitive abilities (T4)*

5) *Motivation of students in participating in online learning (T4, T9, T33, T34, T42, T70, T76, T83, T89, T92, T102)*

6) *The majority of students are not able to meet their data quota needs for online learning (T5, T14, T46, T48, T57, T70, T72, T75)*

7) *Students do not understand the material because it is not explained directly (T6, T22, T23, T50)*

8) *Feelings of stress and boredom to students due to continuous isolation and online learning (T10, T29, T30, T37, T47, T80)*

9) *Students participation (T12, T17, T20, T28, T45, T46, T57, T60, T66, T90)*

10) *Students who work because of economic demands so they are not able to divide the time to study (T16)*

11) *Lack of students respect for time and lack of discipline in collecting assignments (T18)*

12) *Students always think English is difficult (T29)*

13) *Characteristics of students are different, especially in understanding the use of technology (T49, T56, T96, T101)*

14) *More students spend their time playing online games and/ or watching Korean drama (T54, T100)*

15) *Students have difficulty in speaking and listening, but only read and write (T59)*

16) *Students awareness, discipline and responsibility (T85, T93)*

b. Teacher Condition

1) *Difficulty managing distance learning and tend to focus on completing the curriculum (T10, T68)*

2) *Explain the material virtually so that students understand the purpose (T21, T36, T84, T88, T95)*

3) *Trying to create a creative and interesting learning system/ learning material for student learning (T25, T32, T44)*

4) *The biggest challenge is how to maintain the mood or enthusiasm for teaching and learning from the teacher (T33)*

5) *Lack of monitoring and evaluation (T35, T62, T77, T87, T91)*

6) *I have to learn technology to make learning videos (T44)*

7) *Lack of communication with students, especially those who do not have internet access (T63, T82)*

c. School Condition

1) *Schools in rural areas still lack internet network (T24, T37, T41, T74)*
2) *Limited online learning facilities (T28)*

d. Environment Condition

1) *Lack of parent attention and support for their children to learn (T17)*
2) *Lack of parental cooperation in the online learning process (T28, T58)*
3) *Social background (T37, T49, T55, T76, T96)*
4) *Students living environment (T76)*
5) *Teacher living environment (T76)*

e. Learning Process:

1) *Direct interaction with students (T11)*
2) *Can't meet directly with students (T19)*
3) *The effectiveness of online learning (T11, T33, T40, T69)*
4) *Give time tolerance to students in collecting assignments (T41)*
5) *Use of teaching media and online learning applications (T52, T81)*
6) *Not effective and efficient (T71, T73)*
7) *Time allocation (T94)*

f. Technology Implementation:

1) *Internet network (T4, T7, T8, T11, T12, T15, T17, T24, T27, T35, T41, T43, T45, T48, T51, T53, T57, T64, T65, T67, T72, T74, T78, T86, T100, T101)*
2) *Limited time (T8, T12, T38, T68, T97*
3) *Use Learning Management System (LMS) (T26)*

2. Challenges that will be faced in teaching English in the upcoming New Normal (Post Pandemic) era

There are many challenges faced in teaching influenced the teaching strategies of English senior high school teachers during the current Pandemic Covid-19 era. There is some teachers' opinion about the challenges that will be faced in teaching English in the upcoming new normal (post pandemic era).

a. Students Condition

1) *Students lose many opportunities and understanding related to material during the pandemic (T1, T46, T49)*
2) *Bring back the enthusiasm and motivation of students who have been reduced even when they are not there during the pandemic (T2, T3, T4, T7, T17, T30, T34, T36, T37, T42, T47, T58, T65, T69, T77, T78, T83, T86, T89, T90, T92, T102)*
3) *Students cognitive, pedagogy skill (T4, T5, T15, T45, T85)*
4) *Discipline students (T6, T17)*
5) *The gap between student's ability (T10, T80)*
6) *There is a potential for students to drop out of school (T10)*

7) *Students response (T12)*
8) *Students adaptation process to new normal learning (T14, T20, T31, T50, T52, T53, T56, T59, T79, T99, T100)*
9) *Challenges in changing students' mindsets in sparking the importance of English in this global era (T18, T29)*
10) *Students become careless and irresponsible to their own duty (T32)*
11) *Lack of students' knowledge of English (T38, T48, T73)*
12) *Lack of mastery of vocabulary and speaking skills (T41, T70)*
13) *Students characteristics (T44, T81, T94)*

b. Teachers Condition

1) *Mastery of technology in create learning media (T4, T69, T74, T76)*
2) *Teachers job increases (T10, T72, T80, T101)*
3) *Improve teaching strategies more interesting (T21, T25, T33, T34, T84, T91, T95, T96)*
4) *Difficulties in online learning (T22, T57)*
5) *Difficulties to start new normal learning situation (T24, T43, T88, T93)*
6) *Repetition of material (which has been discussed during the pandemic) (T60, T97, T98)*
7) *Increase active communication (T64)*

c. School Condition

1) *Shift of learning space (T68)*
2) *Shift of delivery (T68)*
3) *Setting the number of students attending school (T82, T102)*

d. Environment Condition

1) *Public health (T33, T64, T66, T75)*
2) *Health protocol will affect teaching especially speaking (T51)*
3) *Students are less aware of their surroundings (T54)*
4) *Government gives mobile phone for the students who don't have it (T61)*
5) *Feel fear of new normal situation (T63)*
6) *Social background (T67)*
7) *Discipline on health protocol (T71)*
8) *Internet network (T11, T39, T67, T75)*

e. Learning Process

1) *Digital learning (T8)*
2) *Prepare more methods and strategies in learning (T9)*
3) *Time allocation (T16, T26, T55, T62, T82, T87)*
4) *Learning is not optimal (T27, T35)*
5) *Completeness of curriculum targets that are difficult to achieve (T28)*
6) *Face-to-face learning process (T40)*

The challenges faced before the pandemic, during the pandemic and facing the new normal (post pandemic) Covid-19 came from the condition of students, teacher conditions, school conditions, environmental conditions, learning processes, administrative processes, and technology implementation.

CONCLUSIONS

Based on the results of data analysis and discussion, it can be concluded that there are many challenges faced in teaching influenced the teaching strategies of English senior high school teachers during the current Pandemic Covid- 19 era. There are some teachers' opinion about the challenges on the curriculum that implement in during Covid- 19 Pandemic era, such as: Attract students' attention to stay in the learning process; Student interest and activity; The challenge in teaching English during a pandemic is that it is difficult to bring all students, because usually in one class there are those who don't have Android phones; Motivation of students in participating in online learning; The majority of students are not able to meet their data quota needs for online learning; Students do not understand the material because it is not explained directly; Feelings of stress and boredom to students due to continuous isolation and online learning; Students participation; Characteristics of students are different, especially in understanding the use of technology; Explain the material virtually so that students understand the purpose; Trying to create a creative and interesting learning system/ learning material for student learning; Lack of monitoring and evaluation; Internet network; and Limited time.

There are many challenges faced in teaching influenced the teaching strategies of English senior high school teachers during the current Pandemic Covid-19 era. There is some teachers' opinion about the challenges that will be faced in teaching English in the upcoming new normal (post pandemic era), such as: Students lose many opportunities and understanding related to material during the pandemic; Bring back the enthusiasm and motivation of students who have been reduced even when they are not there during the pandemic; Students cognitive, pedagogy skill; Students adaptation process to new normal learning; Lack of students' knowledge of English; Students characteristics; Mastery of technology in create learning media; Teachers job increases; Improve teaching strategies more interesting; Difficulties to start new normal learning situation; Repetition of material (which has been discussed during the pandemic); Public health; Internet network; and Time allocation.

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