

**EFL PRE SERVICE TEACHERS' EXPERIENCES IN
MONITORING STUDENTS' LEARNING PROGRESS
DURING DISTANCE LEARNING**

THESIS

Submitted in Partial Fulfillment of the Requirement for
Gaining the Degree of Education Bachelor in English
Language Education



By:

Rizka Umami

Student Number: 1403046056

**EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
2021**

THESIS STATEMENT

I am, the students with the following identify:

Name : Rizka Umami

Students Number : 1403046056

Department : English Language Education

State, that the thesis entitled :

“EFL Pre Service Teachers’ Experiences in Monitoring Students’ Learning Progress during Distance Learning”

is definitely my own work, I am completely responsible for the content of this thesis. Other writers’ opinions or findings included in the thesis are quoted or cited in accordance with official standards.

Semarang, December 28th 2021

The Researcher,



Rizka Umami
1403046056



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 Telp. (024) 7601295 Fax. 7615387
Semarang 50185

RATIFICATION

Thesis with the following identification:

Title : **EFL Pre Service Teachers' Experiences in
Monitoring Students' Learning Progress during
Distance Learning**
Name of Student : Rizka Umami
Students Number : 1403046056
Department : English Education Department

had been ratified by the team of final project examiner of Education and Teacher Training Faculty of UIN Walisongo Semarang and can be received as one of any requirements for gaining the Bachelor's Degree in English Education Department.

Semarang, 28 December 2021

THE BOARD OF EXAMINERS

Chair person,

Secretary,

Lulut Widyaningrum, M.Pd.
NIP. 19800803 200901 2 910

Stadiah Maimun, M.Pd
NIP. 19781103 200701 2 016

Examiner I,

Examiner II,

Dra. Nuna Mustika Dewanti, M.Pd
NIP. 19650614 199203 2 007

Dr. H. M. Nafi Annury, M. Pd.
NIP. 19780719 200501 1 007

Advisor,

Lulut Widyaningrum, M.Pd.
NIP.19800803 200901 2 010

ADVISOR NOTE

Semarang, December 14th 2021

To
The Dean of Education and Teacher Training Faculty
UIN Walisongo

Assalamu 'alaikum wr. wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis:

Title : **EFL Pre service Teachers' Experiences in Monitoring Students' Learning Progress during Distance Learning**

Name of the Students : Rizka Umami
Students Number : 1403046056
Department : English Language Education

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University, to be examined at the Munaqosyah session.

Wassalamu 'alaikum wr. wb.

Advisor,



Lulut Widyaningrum, M.Pd
NIP. 19800803 200901 2 010

ABSTRACT

Title : EFL Pre service Teachers' Experiences in Monitoring Students' Learning Progress during Distance Learning

Writer : Rizka Umami

NIM : 1403046056

Covid-19 pandemic gives an impact on education field. Face to face learning pattern in schools has shifted to distance learning which is carried out distance learning. So, there are four skills of learning English of reading, writing, listening and speaking which need monitoring by the teacher. This study described and analyzed the EFL pre service teachers' strategies in monitoring students' learning progress during distance learning. In the other hand, this study aimed to analyze the challenges faced by EFL teachers' in monitoring students' learning progress during distance learning The study applied a descriptive qualitative method. The researcher collected the data through questionnaire. In addition, to support the observation, the researcher did the interview with 5 questions for 2 EFL pre-sevice teacher. The result showed that the teacher was monitoring the learning progress through some online application such as zoom, google meet and etc. The EFL pre service teachers' need to be more creative and innovative to delivering the material through distance learning which the teacher cannot meet the students' personally. The EFL pre service teachers' face some challenges when applying those strategies. Distance learning class makes a teacher hard to control the class and be charged to be more creative when delivering the material. Meanwhile, students' also face some challenges in distance learning, there are low motivation, bored and not emotionally connected to the teacher.

Keywords: *EFL pre-service teacher, monitoring learning progress, distance learning*

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا ﴿٢٨٦﴾

“Allah does not burden a soul but to the extent of their ability.”(Q.S. Al-Baqarah: 286)¹

- Translated by Imam Iskender Ali Mihr -

“The secret of your success is determined by your daily agenda.”

-John C. Maxwell-

¹The Noble Quran. Al-Baqarah-286, Surah The Cow of Verse-286. (accessed Thursday, December 10th 2021. 20:49 PM). <http://en.noblequran.org/quran/surah-al-baqarah/ayat-286/>

DEDICATION

No writing project of mine reached fruition without the patience and support of everyone whom actually it was not enough with only write their name. Finally, the final project was dedicated to them, but the foremost dedications are to:

1. My beloved parents (Mr. Sudarmanto and Mrs. Umi Hanik) who always love me, pray to me and support me in finishing my study, thank you for the effort and contribution in making my education run well and success.
2. My whole big families.
3. Last but not least, the reader of my thesis.

Thanks a billion, there was no word but prayed. May Allah multiplied rewards for all your kindness.

ACKNOWLEDGMENT

Bismillahirrahmanirrahim,

First and foremost, I would like to express gratitude to Allah SWT, the almighty God for this blessing in leading me to accomplish this thesis entitled EFL pre service teachers' experiences in monitoring students' learning progress during distance learning.

Shalawat and *salam* is dedicated to the prophet Muhammad who has brought us from the darkness to the brightness.

I realize that I cannot complete this thesis without help from others. Many people have helped me during writing this thesis and it would be impossible to mention all of them. In this chance I would like to express my deep appreciation to:

1. Dr. Hj. Lift Anis Ma'shumah, M.Ag. as the dean of Education and Teacher Training Faculty of Walisongo State Islamic University Semarang.
2. Sayyidatul Fadlilah, S.Pd.I. M.Pd. as the head of the English Education Department and as my second advisor who already guided and advised patiently during the arrangement of this thesis.

3. Mrs. Lulut Widyaningrum M.Pd. as the advisors who have given me time to guide the researcher until this thesis finished. Thanks for the advice, suggestion, and guidance.
4. All of my lecturers of English Language Education Department of Walisongo State Islamic University Semarang, who have given insight and experience during my study.
5. My beloved father and mother (Mr. Sudarmanto and Mrs. Umi Hanik). Thank you for everything, only Allah SWT knows how much you meant to me.
6. All my friends of English Education Department PBI-B 2014. Only I knew meeting with all of you was the best thing I ever did.
7. All members of HMJ Pendidikan Bahasa Inggris 2016 and 2017 who let me knit sweet memories with you. Thank you for all the experiences we have gone through together.
8. My dearest friends lala, alfiatur, lisa, nurul, nanda and lubab who always giving me love, help and support no matter what situations I've been through.

9. My boarding house friends Intan, Rahma, Faid and the entire S. 25 members. The family that I have since I lived in Semarang.
10. My virtual friends in the broken game called LifeAfter who accompanied me in this pandemic.
11. All of my friends who could not be mentioned one by one who has supported the writer to finish this thesis and pray for me.
12. Last but not least, I wanna thank me for believing in me, for doing all this hard work, for having no days off, and for never quitting.

Finally, the researcher realizes that this thesis is far from being perfect. Therefore, the researcher will happily accept constructive criticism in order to make it better. The researcher expects that this thesis may be helpful for all.

Amiin.

Semarang, December 28th 2021

The Writer,



Rizka Umami
NIM. 1403046056

TABLE OF CONTENTS

PAGE OF TITLE.....	i
THESIS STATEMENT	ii
RATIFICATION.....	Error! Bookmark not defined.
ADVISOR NOTE.....	iv
ABSTRACT.....	v
MOTTO	vii
DEDICATION.....	viii
ACKNOWLEDGMENT	ix
LIST OF TABLE	xv
LIST OF APPENDICES	xvii
CHAPTER I : INTRODUCTION.....	1
A. Research Background	1
B. Research Question	8
C. Research Objectives.....	9
D. Research Significance	9
E. Limitation of the Research.....	11
CHAPTER II : REVIEW OF RELATED LITERATURE	12
A. Review of Previous Research	12
B. Review of Related Literature	156
1. EFL pre Service Teacher.....	156

2. Monitoring Students' Progress	19
3. English Curriculum	20
4. EFL Students.....	255
CHAPTER III : RESEARCH METHOD.....	399
A. Design of The Study	399
B. Setting and Context of The Study	40
C. Participant of The Study	40
D. Procedure of The Study.....	41
E. Methods of Collecting Data	42
F. Methods of analysing data	42
CHAPTER IV : RESEARCH FINDINGS AND DISCUSSION	455
A. Findings.....	455
1. Teacher Strategies to Find out Student Learning Progress.....	455
2. The way Teachers Apply the strategies in Distance Learning	466
3. Detail Strategies in English Skills.....	477
4. The challenges of Distance Learning Strategies ...	51
5. The Ways to Face Distance Learning Challenges.....	52
B. Discussion	54
1. EFL pre service teachers' strategies in monitoring students' learning progress during distance learning ..	554
2. The challenges faced by EFL pre service teachers' in monitoring students' learning progress during distance learning	588

CHAPTER V : CONCLUSION AND SUGGESTION....	61
A. Conclusion	61
B. Suggestion.....	62
1. For the teacher.....	62
2. For the next researcher	622
REFERENCES.....	644
APENDICES	688
CURRICULUM VITAE.....	855

LIST OF TABLE

1.1 Conceptual Framework by Ari and Ira

LIST OF APPENDICES

- Appendix 1 : The Result of Interview pre service Teacher
1.
- Appendix 2 : The Result of Interview pre service Teacher
2.

CHAPTER I

INTRODUCTION

This chapter discusses background of research, question of research, objective of research, significance of the research, and limitation of the research.

A. Research Background

Language learning includes four skills in language. They are listening, speaking, reading, and writing. The learners are expected to have those abilities in case to get a good understanding in learning process and communication with others.

Learning activities are process in the field of education to provide the best way of teaching for students. Sometimes the teachers use various ways to implement learning media in their learning activities, such as with the textbook, flashcard, Power Point Presentation, video learning, and other relevant learning media. Unfortunately, in this situation those are difficult to implement for students since Covid-19 pandemic, thus resulting in learning activities carried out with online learning. The learning activities which were done with face-to-face in classroom, has become

online through various e-learning or video conference platforms.

Ali stated that solution of various online learning include in national effort which is large scale to support the education in remote learning.² Therefore, education in pandemic era must need the teachers which understand of digital technology. Besides, students and teachers has been facing newest challenges that will happen in the field of education system. Thus, online based learning becomes implemented in the teaching and learning process to support the learning activities. However, activities in online learning have many challenges. One of them is the difficulty of teachers to monitor of students' learning progress.

Monitoring learning progress is part of teacher activity to conduct the students when joining the learning process, by providing the parts and approaches that can know the students' learning progress. Therefore, the teacher needs to know the learners

² Ali Sadikin & Hamidah, A. Pembelajaran Daring di Tengah Wabah Covid-19: (Online Learning in the Middle of the Covid-19 Pandemic). *BIODIK*, Vol. 6 No.2, 214-224. <https://doi.org/10.22437/bio.v6i2.9759>. 2020. P. 215.

progress so they can improve the teaching strategy.³ In reality, the role of the teacher to assist students in learning process is decreasing, because they do not hold face-to-face learning in class. It has happened since the implementation of online learning or distance learning.

Stated by Basar that distance learning emphasizes on independent learning, where each students are given learning material to study at home without controlling the teachers in present place.⁴ Many students are lazy to study as a result they get a decrease in academic achievement. The teachers must be able to streamline distance learning activities during the pandemic. Putri stated that teachers can launch student learning progress in various ways, like home visits to students' house, face to face learning at school with alternating schedules, divide group of study which is then reported to the teacher and creating discussion forum on lessons in video conferences. Thus, the

³ Leli Erfiana, *Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and The Solution*, Journal of English Language Teaching and Literature, Vol. 2 No. 1, 38-47, 2021. P. 40

⁴ Afip Miftahul Basar, *Problems of Distance Learning during Covid-19 Pandemic*, Jurnal Pendidikan Imiah, Vol. 2 No.1, 208-219. 2021 P 210.

teacher can know and monitor the learning progress of their students.⁵

Currently, the monitoring for students' learning progress has pros-cons in learning and teaching since enactment of an online learning system. Online assignment system is enable students to upload and submit their assignment progress and to receive feedback or assignment grade score from their teacher. Therefore, teachers will know the learning progress in their class with the use of relevant tool to deliver the homework or assignment to their students. One of them is the use of Google Classroom to know the students' assignment progress in online learning. Google classroom is one platform of school oriented, hybrid studying platform designed to distribute from dimension task in paperless manner (Lee, 2020, p. 221). Furthermore, if the teacher is not in the classroom, the teacher can provide an online assignment in learning process, and also each student can find out the learning material from that platform.

⁵ Ananda Putri, W. ., Magdalena, I. ., Khotimah, K. ., & Putri Syahra, N. . (2021). *The Effect of Distance Learning on Learning Achievement of Grade 3 Students at SDN Sudimara Timur*. *Cerdika: Indonesian Scientific Journal*, 1(3), 321-327. <https://doi.org/10.36418/cerdika.v1i3.47>. 2021. P. 325.

Rudiyanto shows on the role of teacher in overcoming student learning difficulties since covid-19 pandemic situation.⁶ The study done by Rudiyanto indicates that the distance learning during the covid-19 pandemic has various obstacles. Difficulties in the monitor and evaluate as well as the increasing worksheets of the learning progress material into electronic form. In addition, found that the students often late in completing and submitting the assignments progress since distance learning, even not doing at all. Moreover, teachers must involve the role of parents in monitoring their learning progress.

Despite the research from this case has been discussed by other researchers related to the investigation of the challenges and strategies in online learning process. Monitoring the students learning is difficult if this distance learning continues because they are never and late in submitting the progress of assignments from the teacher. It is also due to the lack of student motivation in participating in online learning.

⁶ Zephisius Rudiyanto Eso Ntelok, *The Role of Class Teachers in Overcoming Learning Difficulties of Elementary School Students in The Middle of The Covid-19*, Jurnal Inovasi Pendidikan Dasar, Vol. 5, No. 2, 148-155. <https://doi.org/10.36928/jipd.v5i2.861>. 2021. P. 150.

Given the strong connection between teachers' monitoring of students' learning progress and those students' academic performance, it would be ideal if teachers received thorough training in monitoring and were highly skilled in classroom monitoring practices. The research on teachers' decision-making processes confirms this lack of monitoring on the part of many teachers. A great many teachers are reluctant to make changes in the instructional strategy or pacing of lessons once these are planned, even when instruction and learning are progressing poorly. To a considerable degree, this improves with experience. Experienced teachers are found to vary teaching strategies in response to student performance cues much more than do novices. Still, monitoring/assessment skills remain an area of inadequate preparation for many teachers.

Teacher competence in assessing students' skill levels and monitoring their learning progress is essential for effective instruction to take place. "Imagine," writes researcher Robert Slavin, "an archer who shoots an arrow at a target but never finds out how close to the bull's-eye the arrows fall. The archer wouldn't be very accurate to begin with, and would certainly never improve in accuracy. Similarly,

effective teaching requires that teachers be constantly aware of the effects of their instruction." Improvements in preservice and inservice training in assessment and monitoring skills can both increase teachers' awareness of these effects and help them to make instructional changes as called for by the information they collect. This is vital for, as noted by writers Howell and McCollum-Gahley, "the most important part of continuous monitoring is not taking data, but making decisions."

In addition, some researchers use observation to complete the research. To do the current research the researcher used interview with standardized when collecting the data. On the other hand, the researcher for this study used qualitative method. Investigating how can teacher to improve the students' learning progress, it can be more effective strategy to interpret the students' learning problem with distance learning while explaining gaps of previous study.

In pandemic situation all teacher have been done online learning process. The teaching and learning process were use with various platforms, namely with Google Classroom, or YouTube. However, the teaching and learning has never to do a face-to-face online

meeting with video conferences like Zoom, Google Meets, or many relevant platforms. The teachers only give the learning progress assignments in the form of teaching materials, and learning videos through Google Classroom. Meanwhile, the teaching and learning process will continue with the ongoing COVID-19 pandemic situation.

Based on the researchers' observation, many of students suggest a lack of motivation and enthusiasm in online learning. This situation may be caused many students do not understand the material being taught when using online learning. Meanwhile, many students were do not submitting the assignments with given by the teacher, so that teachers will have difficulty seeing and knowing student learning progress. This result based on the disruption to their teachers when do the teaching and learning process. This research aimed to investigate the strategies and the challenges of EFL pre service teachers when monitoring the students' learning progress during distance learning.

B. Research Question

The problem of this research is focused on:

1. What are EFL pre service teachers' strategies in monitoring students' learning progress during distance learning?
2. What are the challenges faced by EFL pre service teachers' in monitoring students' learning progress during distance learning?

C. Research Objectives

The objectives of this research are:

1. To identify the strategies by EFL pre service teachers' to monitor the students' learning progress during distance learning.
2. To explore the challenges faced by EFL pre service teachers' to monitor students' learning progress during distance learning.

D. Research Significance

The study is expected to give benefit for:

1. For Student

Learning activity is one of the activities that are difficult to carry out since the pandemic situation. The students could use this research as references and knowledge to understand the problem faced by teacher in monitor each student

learning progress toward online class, also to find most effective way taught by teacher. Therefore, this research could use to make students aware of their responsibilities as a student.

2. For teacher

This research could be used to find the difficulties faced by teachers in monitor students' learning progress in online learning and the implemented strategies by the teachers. The teachers could use this research for a way of avoidance if looks several problems faced in monitor the learning progress activity, but also the teachers could use the strategies of monitoring after looked from this research as one of reference to understand students' learning progress.

3. For the researcher

The result of this research will help the researcher to get some knowledge about her study and it is useful for the future research.

4. For the next researcher

The findings of this research analysis also can be used by free readers who want to make the research as a reference. Thus, this research is

also expected to support of the reference for those who want do the research at the same area of study from different focuses and purposes.

E. Limitation of the Research

1. This research only discusses EFL pre service teacher strategies in monitoring the students' learning progress during distance learning.
2. This research only explains the challenges faced by EFL pre service teachers' to monitor students' learning progress during distance learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents, the previous research, review of related literature, and logical framework.

A. Review of Previous Research

Considering the topic discussed in this research, there are some research have conducted related to this topic.

First, a journal written by Ali Sadikin and Afreni Hamidah (2020). Universitas Jambi. *Online Learning in the Middle of the Covid-19 Pandemic*. The research showed that online learning has flexibility in its implementation and is able to encourage the emergence of independent learning and motivate students to be more active in learning. The similarity of the research and my research is the object of the research is online learning. The difference is that the research focused in the college environment, while my research is focus on senior high school and teachers' experience.⁷

⁷ Ali Sadikin & Hamidah, A. *Pembelajaran Daring di Tengah Wabah Covid-19: (Online Learning in the Middle of the Covid-19 Pandemic)*. BIODIK, Vol. 6 No.2, 214-224. <https://doi.org/10.22437/bio.v6i2.9759>. 2020. P.2

A journal written by Deanna T. Vaccaro and Laura D. Sabella (2018). *Journal of Practitioner Research. Impact on Student Learning: Monitoring Student Progress during Reflective Essay Writing*. The research showed monitoring activities were effective in monitoring students' progress and had a positive effect on student learning and their growth on the overall. The similarity of the research and my research is the monitoring students learning progress. The difference is that the research was done in conventional classroom, while my research was done in online classroom.⁸

Another Journal written by Edward L. Meyen, Ronald J. Aust and Robert Isaacson (2014) University of Kansas in title *Assessing and Monitoring Student Progress in E-Learning Personnel Preparation Environment*. The data were collected through questionnaire of Learning English Online and the validity of instrument was tested by using expert opinions. The result showed that this research indicated the newness of e-learning as a mode of instruction in personnel preparation makes reliance on shared

⁸Deanna T. Vaccaro and Laura D. Sabella. (2018). *Impact on Student Learning: Monitoring Student Progress*. *Journal of Practitioner Research*, Vol.. 3. Article 5.

personal experiences important in furthering the development of best practices. The study has similarity with this research about teachers' experience in monitoring student learning, meanwhile in my research focused on the students' learning progress as the object of research but in this research focused on e-learning tools.⁹

A research by Heny Mardiah (2020) related to *the Use of E-Learning to Teach English in the Time of the Covid-19 Pandemic*. This study aims to investigate the use of the E-learning as the current phenomenon in teaching English in the time of COVID-19 pandemic. The result of the study suggests that E-learning system is considered as the one and only relevant teaching-learning method in the time of pandemic. Teacher and students are using wifi for E-learning. The lack of actual social and psychological interactions between teachers and students in E-learning system seemed to minimize affective domains. The interactive teacher-student talk is not as effective as in normal classroom.

⁹ Edward L. Meyen, Ronald J. Aust and Robert Isaacson. *Assessing and Monitoring Student Progress in E-Learning Personnel Preparation Environment*. 2014. The University of Kansas: The Journal of the Teacher Education Division of the Council for Exceptional Children.

Supports from institutions (colleges or universities) and government are needed for the success of E-learning, particularly in the time of COVID-19 pandemic. The difference with this research is this research will analyze strategies and challenges of students in distance learning, while this research investigates obstruction in E-learning.

The strength of the research is this study explores strategies and challenges of distance learning that faced by English teacher. The writer takes this research because it related to nowadays phenomena, Covid-19 situation. This pandemic create new environment of learning namely distance learning. It changes everything in education field that force teachers and students adapt this situation.

The similarities with all research that mentioned before was the method of research which is descriptive qualitative method using questionnaire as the tool of research.

B. Review of Related Literature

1. EFL pre Service Teacher

Pre service teachers or student-teachers comprise another population in an educational

context which is interesting to investigate for they have double roles; they are students and teachers at the same time. Their success in the role as student may indicate similar success in the teacher education program. Their role and experience as teachers in the pre service program indicates their prospect to be future teachers. (Lipka & Brinthaup, 1999).

Teaching-learning process cannot be separated from the teachers and students as the participants of education. The successful of teaching learning process is supported by many aspects, but the most affected aspect is the quality and proficiency of teachers as they hold the control towards their students in the classroom. “Good and qualified teachers are essential for efficient functioning of educational systems and for enhancing the quality of learning”. That is why a good and effective teacher needs to be regarded as a fundamental

factor in order to bring the better development in education.¹⁰

In addition, the fact that English is a foreign language in Indonesia, and English is a subject in school curriculum, so that language is not exposed much outside the classroom that made the role of English teacher is significantly in the class. Hence, teachers hold an essential role to run their work effectively in order to achieve English language learning objectives. However, based on many researchers who conducted their research of teaching English as foreign language (TEFL) in Indonesia, it reported that related to TEFL, it found there are still sense of failure regarding teaching English as foreign language. It implied that although English is taught and used as a foreign language in Indonesia, the outcomes are unsatisfactory.

In term of teaching English as foreign language, English teachers are the main figure that mostly responsible in improving and implementing things related process of English

¹⁰ Dais, B.G. *Collaborative learning: Group work and Study Teams*. San Fransisco: Jossey-Bass. 2008. P. 14-152

teaching and learning, because they know exactly their roles. So, the perception of English teachers is regarded to have a better assessment to features that teachers should have in order to run their work effectively.

An effective teacher could be defined as a combination of competencies, characteristics, and behavior that will take a teacher as educator to assist the students to achieve their learning outcomes. The characteristics of effective English teachers are varied by some qualities. Brown stated that a checklist of good language-teacher characteristics is divided into four categories: technical knowledge, pedagogical skills, interpersonal skills and personal qualities. The good qualities that teachers have in teaching English, will lead to a successful EFL teaching and learning. A successful EFL teacher claimed to be someone who has a larger knowledge base for she/he will present foreign language and its cross culture proficiency which include understanding, awareness, expertise, and skills. Also they are required to be able to organize and utilize that knowledge efficiently. Based on the

statement above, a good teacher is required to have the qualities such as, pedagogical knowledge, personal traits and teaching style, in order to achieve an effective and successful EFL teaching in EFL class.¹¹

2. Monitoring Students Progress

Monitoring student progress is a systematic use of data employs learning trackers (observation logs, observation forms, conferring logs, etc.) to gather data on student performance. To effectively monitor student progress, a formative assessment system which consists of establishing learning goals, checking for understanding, providing feedback, and aligning future instruction with the students' performance must be put into place (Frey & Fisher, 2011).

Monitoring students' academic needs based on their performance data can help teachers determine where students are excelling and where they have gaps in their learning. However, in a student-centered learning

¹¹ Lyman, F. *Think Pairs Share: An Expanding Teaching Technique*. Maa-Cie Cooperative News. 1997. P. 65.

environment, putting students at the center means really getting to know them *beyond* just academics—it means understanding their interests, their passions, and what truly matters to them.

Classroom management is the keystone of a functioning learning environment. Without it, nothing gets done. Any teacher could tell you that the profession is full of curveballs. Sometimes it feels like planning is a poor use of time since a day in the classroom is naturally full of diversions from the norm.

3. English Curriculum

Based on the governments' rule about national education system number 20 years 2003, curriculum is set of plans and arrangement of goals, teaching contents, learning materials, and also procedures which are used for guidelines in the learning process.

In the beginning of 2013, the minister of education and cultural has launched a new curriculum namely curriculum 2013 (K13). This

curriculum is developed considering 14 principles:¹²

- a. From students informing to learning
- b. From teacher as learning resources into multi sources
- c. From a textual approach to a process of strengthening a scientific approach
- d. From content based learning to competency based learning
- e. From partial learning to integrated learning
- f. From learning that emphasizes single answer to multidimensional answer
- g. From verbal learning to apply learning
- h. Improvement and balance of hard skills and soft skills
- i. The learning emphasizes cultural value and empowerment of students as lifelong education
- j. The learning emphasizes implementation values with a role model, build a will, and develops students creativity

¹² Hilman Syarief, <http://www.academia.edu-14-prinsip-pembelajaran-kurikulum-2013.//> accessed in 23rd October 2021 at 8.15 PM

- k. The learning takes place at home, school, and community
- l. The learning applies principles that everyone can be a teacher, anyone can be student, and everywhere is class
- m. The use of information and communication technology to improve efficiency and effectiveness of learning
- n. Confession of individual differences and cultural background

In the beginning of 2016 the ministry of education and culture revised content of core competence, from four competency-based into two competency-based. The core competence is the elements which is organizing the basic competence and the learning process to achieve the goals of study. Therefore, the basic competence developed the accumulative principle. It means each component in the curriculum reinforce each other. The formulation of core competences is stated into two notations;

- a. 3rd core competence (KI-3) for the core competence of knowledge

- b. 4th core competence (KI-4) for the core competence of skills

However, there are three point that become focus of learning in K-13; affective (attitude), knowledge (cognitive), and skills (psychomotor). Attitude refers to students know why, knowledge refers to what students know, and skill refers to students know how. In the K-13, students are expected to be productive, innovative, and creative. Although two competency-based are deleted, the assessment includes attitude point. It means, the character education is not deleted permanently.

Curriculum 2013 recommends scientific approach, thematic integrated, and inquiry based learning in the learning process to develop students' ability in producing a work based on project based learning. In the curriculum 2013, there are five stages of learning; observing, questioning, experimenting, associating and communicating.

- a. Observing stage includes activity of listening to spoken texts (audio/video) and reading short/long functional texts,

including an observation sheet, in order to explore their social functions, text structure, and language features.

- b. Questioning stage includes activity of reconstructing concepts of social functions, text structure, language features of the observed texts.
- c. Experimenting stage includes activity of internalization of the learned concepts by applying them in real language use in the class, i.e. producing texts similar to what they observe.
- d. Associating stage includes activity of employing the concepts of social functions, text structure, language features to other similar texts to strengthen the concepts.
- e. Communicating stage includes activity of showing their knowledge of social functions, text structure, language features and language skills of producing texts orally and in writing.

K-13 in offline learning could be effective if a teacher monitoring the progress of learning

by face to face interaction. Somehow 2 years lately, the pandemic occurred by corona virus and it happens to force the education learning becoming online. Thus situation made K-13 not effective and cannot reach the goals of the curriculum.

4. EFL Students

English has become global and brings the impact to people around the world to be able to communicate with the language. The purpose of English has indicated it is not only limited to international purposes but also for local purposes. Therefore, the role of using English has spread into a wider global community. It could happen because the effect of English as an International language that successfully made domination of the English role shifted globally.

According to the spread of the role of using English, pointed out that the role of English could be used in non-English speaking countries for academic purposes, especially in the process of learning English. Nevertheless, not all processes of learning the language are always

working well. Some challenges still exist along the process. Especially learning English in non-English speaking countries, the potential challenges of the English learning process might arise bigger than in English-speaking countries.¹³

English as a Foreign Language is learning English in a non-English-speaking country. For instance, students in Indonesia who are learning English are considered EFL students because English is not the official language of the country. EFL students who learn English in a non-English speaking country have some difficulties in understanding the materials. The teacher may also use some strategies that EFL students can easily learning the subject.

Another definition EFL refers to those who learn English in non-English speaking countries. (E.g. Japanese people who learn English in their country are EFL learners). EFL teaching has its shortcomings, learners are too passive, and learners rely on teachers to acquire

¹³ Greenwood, N., & Howard, J. *First Contat: Teaching and Learning in Classroom*. Lanham, MD.: Rowan & Littlefield Publishers. 2011. P.180

information for learning. When Krashen's analyzed the concepts of "acquisition" and "learning", he pointed out that Chinese learners are learning English, not acquiring English because they can do reading and writing, but cannot communicate naturally.

a. Classroom Learning

Interaction is used to indicate the language (or action) used to maintain a conversation in the classroom. Brown stated that interaction is the basis of L2 learning, through which learners are engaged both in enhancing their communicative abilities and socially, constructing their identities through collaboration and negotiation. It means that how they can use effective communication with each other in one place together. The success of the teaching-learning process is not only determined by how the teachers teach but also, most importantly and principally is determined by how the students learn.

Language learning styles is one of the main factors that help determine how the students learn a second or foreign language.

Learning style, which can be counted as one of the techniques used for recognizing individuals, will especially assist the teachers in getting to know the group of students in front of them and pave the way for them to become much more effective. It can be said that for a successful teaching-learning process the teachers not only used a good technique to convey the subject but also need help from the students to understand the subject with their way of learning such as how they understand the explanation from the teacher in the learning process itself. Based on the explanation above the writers found in the English classroom interaction, the students have differences learning styles when they listened to the explanation from the lecturers. Some of them understand the subject visually when

the lecturers trying to describe something by using video or presentation slides. Some gained their comprehension by doing group discussion or simply listened to tape recording and listened to direct explanation from the lecturers.

English Classroom interaction is the interaction between students and lecturer in English; the process can be lecturer-centered and student-centered. In the common sense, lecturer should know their students learning style to make a good connection while teaching and learning process takes place in English classroom interaction. The students made up of various learning styles and it is always necessary for the lecturers, particularly the language lecturers to identify, respect and work on the diversity of the learners' differences. When lecturing, there might be different responses done by the students. For example, some of them may focus listening to the lecturer, some of them taking notes when the lecturer

explaining the material, and other need to check their comprehension by discussing with their friends. Sometimes the students can learn better by touching the object, and some others learn better when they study alone without any distractions. In the classroom interaction, sometimes working in a team may help to improve comprehension.

b. Distance Learning

In March 2020, the UN Educational Scientific and Cultural Organization estimated that 107 countries had implemented national school closures related to COVID-19, affecting 862 million children and young people, roughly half the global students' population. The condition shifted the class from classroom to distance learning. The virtual course is built, and the online teaching-learning process becomes the norm. The teacher needs to organize the class and make sure that the children can

get the material well. Assessments, evaluations, even the tests were brought paperless. As Brazendale and Brooks said that although those efforts can be implemented well, some reasons need to be concerned because prolonged school closure and home confinement during a disease outbreak might have negative effects on children's physical and mental health.

During the outbreak, they are physically less active because they must stay at home. They have much time on their television and their gadget (both for entertainment and learning) and deal with boredom. This negative impact on health is getting worse without outdoor activities. Besides, school closure also gives students the psychological effects. As Brooks et al. state that stressor such as prolonged duration, fears of infection, frustration and boredom, inadequate information, lack of in-person contact with classmates, friends, and teachers, lack of personal space at

home, and family financial loss can have even more problematic and enduring effects on children and adolescents (Wang et al., 2020).

Therefore, the government must increase the awareness of physical and psychological potential factors of school closure during the outbreak. At the top level, the government should make standardized guidelines in implementing online learning for students. These standardized guidelines must be accessed by the students around the country, derived from basic competence and standard competence for each level of education decided by the ministry of education. However, structured and well-maintained online learning will be achieved.

Instead of the government, schools also play an essential point. The schools are not only in delivering educational materials to children but in offering an opportunity for students to interact with teachers and obtain psychological

counseling (Wang et al., 2020). Schools have a significant role in implementing active online learning. School actors, the stakeholders, and teachers are hoped not to overburden students with heavy materials and tasks. They need to be the first closest parties for students that support healthy living systems. It includes the knowledge of coronavirus in detail (the possible transmission, the way to treat, the tips to avoid the transmission, etc.). If possible, they can integrate with the schools' curriculum.

The communities also can play an essential role in handling this situation—the parent board in schools and non-governmental organizations. Parent boards can be a bridge between schools and the students, especially for the primary school level. Since they have no communication tools owned by themselves, like a cell phone or computer set, and their less understanding to do online learning, parents board are the mediator for them

and the schools. Besides, Psychologists can provide online services to cope with mental health issues caused by domestic conflicts, tension with parents, and anxiety from becoming infected. Therefore, this group of people can be beneficial to support the families in handling online learning and being an information bridge with the government at the top level.

Among all explained above, in the case of school closure, parents become the main actor in the family. As the position becomes the closest person from the children for 24 hours, parents become the resources for children necessities related to their classes. National Health Commission of the People's Republic of China and WHO state that close and open communication with children is the key to identifying any physical and psychological issues and to comforting children in prolonged isolation (Wang et al., 2020). Since children see and children do, being parents means a direct example for

children in everything. They are the role model behavior for children in daily life. The condition does not mean that parents must always be perfect in everyday life, but they must act controlled behavior for children.

However, the expectations do not meet the criteria. School closure is useful when the government has standardized guidelines and guidance to the students. Besides, the national portal of education is needed to help citizens in implementing online classes. Undeniably, some problems appear, including lack of access to the technology of good internet connectivity could also constrain access to learning for those from disadvantaged areas or families (Yan, 2020). It is necessary since the whole aspects of learning are delivered virtually, including the preparation, material delivery, tests, and assessment, even the graduation. Ideally, if competency standards from the government are set out, the students will

have the guidance to fill out their necessities in learning. But, undeniably, some countries still develop these criteria. It seems that some states do not have enough preparation to adapt to online classes. Not all houses are set with current and suitable tools to access online material or join online courses.

5. Conceptual Framework

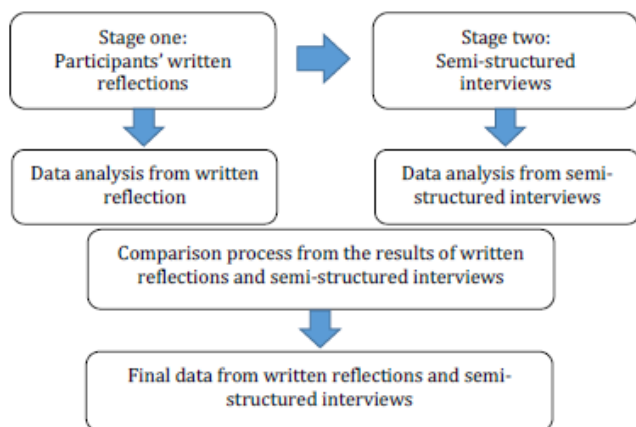
Miles and Huberman (1994) use only the term *conceptual framework* that can be “rudimentary or elaborate, theory-driven or commonsensical, descriptive or casual”. The goal of a conceptual framework is to categorize and describe concepts relevant to the study and map relationships among them. To achieve this goal, qualitative researchers incorporate both relevant theory and empirical research that help to organize the conceptual framework and “to see where the overlaps, contradictions, refinements, or qualifications are”.¹⁴

¹⁴ M. B. Miles, & A. M. Huberman. *Qualitative data analysis: An expanded sourcebook* (2nd ed.). (1994) Thousand Oaks, CA: Sage. P 18-22.

Watson (2007) suggests a conceptual framework for social creativity. She observes that social creativity has been studied by many disciplines and at both individual and group levels. However, “the research community does not have a conceptual framework to integrate who the agents are when creativity occurs and what the context is for their creative processes” (p. 421). Such a framework would help researchers define the concept, map the research terrain or conceptual scope, systematize relations among concepts, and identify gaps in literature.¹⁵

Based on the explanation above, the researcher found out the conceptual framework from Ari Nugroho and Ira Mutiaraningrum published by Journal of English Education, Literature and Culture.

¹⁵ E. Watson. Who or what creates? A conceptual framework of social creativity. *Human Resource Development Review*. (2007) 6, 419-441.



1.1 Conceptual Framework by Ari and Ira.

CHAPTER III

RESEARCH METHOD

This chapter discusses research method contain; Type of research, research setting, and technique of data collection.

A. Design of The Study

In this research, the writer used descriptive qualitative as research method. The researcher chooses descriptive qualitative to get analysis of the strategies and the challenges faced by EFL pre service teacher's when monitoring student's learning during distance learning. According to Cresswel, qualitative research was basically interpretive. This meant that the researcher made an interpretation of the data. This included developing a description of an individual or settings, analyzing data for themes or categories and finally making an interpretation or drawing conclusions about its personal and theoretical meaning, stating the lessons learned and offering further questions to be asked.

The qualitative researcher viewed social phenomena holistically. This explained why qualitative research studies emerge as broad, panoramic views

rather than micro-analysis. The more complex, interactive and encompassing the narrative, the better the qualitative study.¹⁶

B. Setting and Context of The Study

The research was conducted at MA Al Musyaffa' Mijen. It is located in Semarang City, Central Java. MA Al Musyaffa' Mijen is part of Fadhlul Fadhlun boarding which has bilingual system. In Covid-19 pandemic, this school has learning distance system with firm monitoring system.

C. Participant of The Study

This study was conducted at MA Al Musyaffa' Mijen in the academic year 2021/2022. The participants of this research were 2 pre-service teachers. The researcher recruited the participants through informed context. The reasons the researcher chose the participants because:

1. The researcher has access to has communication with the participants.

¹⁶John Wolcott Creswell, *Research Design Qualitative, Quantitative and Mixed Methods Approaches* (Second Edition). (California: Sage Publications, Inc, 2003), P. 182.

2. The participants were EFL pre service teacher in English departement and the researcher knew them personally.
3. The researcher interested to discuss about pre-service teachers

The participants of this research were Nikmatus Syarifah and Maisyaroh Rahmatun Nisa.

D. Procedure of The Study

There were some procedures of the research in collecting data; those steps were:

1. Contacted the lecturer who took the responsibility.

The researcher asked the permission to the lecturer before following the online class to take non-participatory observation in the online class and asked the data of the pre-service teachers to did the interview after took non-participatory observation.

2. Contacted the pre-service teachers who had experience in monitoring students' learning progress.

The researcher contacted the pre-service teachers and have interview by zoom. The

researcher asked the participants to fill the question which conduct teachers' perception about the monitoring students' learning progress.

E. Methods of Collecting Data

The researcher gained necessary data and information through giving a questionnaire to the EFL pre-service teachers. Questionnaire was used to gather data and find the answer of the research question about the distance learning and monitoring of the students. The researcher interviewed the EFL pre-service teacher. The researcher contacted the pre-service teacher one by one using via chatting in WhatsApp platform. Then, the researcher gave the questionnaire with the Microsoft Word file. There were 5 questions for EFL pre service teacher. It included some aspects, there were:

- a. Distance learning strategy
- b. Ways to apply distance learning strategy
- c. The detail of the strategies
- d. The challenges distance learning
- e. The ways to face the challenges

F. Methods of analysing data

Data interpretation referred to develop ideas of the researcher's findings and relates them to the

literature and to broad concerns and concepts. Analysis involved working with the data, organizing them, breaking them into manageable units, coding them, synthesizing them, and searching for patterns.¹⁷

The researcher was analyzed the data by using descriptive analysis. Data were determined by my own sentences. Analysis of qualitative data could be done through some steps. The steps were as follows:

1. Organizing the data

Once the data was collected, there were two different data that must be organized. The data of EFL pre-service teacher were organized by non-participatory observation sheet and interview recording.

2. Breaking down the data

All the data from the instruments broke down into manageable units. The rough data collected and classified based on each category of the data.

3. Coding the data

In order to make easier in analyzing data, the researcher gave a code to some data as by

¹⁷Muhammad Djunaidi Ghony & Fauzan Al-Manshur. *Metodologi Penelitian*. Ar-Ruzz Media. Yogyakarta. 2014. P.247

giving name appendix for every data of interview. In addition, for the interview, the researcher used “I” for coding the researcher as Interviewer who would ask some questions for the respondents to collect the data and “R” for coding EFL pre service teacher as Respondents who were willing to do an interview.

4. Synthesizing the data

Some information found during the data collection, then synthesized. The data compromised to get a comprehension conclusion.

5. Searching for patterns

The conclusion from data synthesis matched with the theory of distance learning classroom participation to reveal the pattern. To get result, synchronization between the theory and conclusion got from data synthesis that conducted.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The data was gathered through questionnaire. It was given to English teacher and a perspective on distance learning. The data was displayed in some paragraphs to make a clear understanding of the research findings.

A. Findings

The researcher presented findings of EFL pre service teacher perspective in distance learning, how their strategies and challenges through online learning.

1. Teacher strategies to find out student learning progress

Teaching process need strategies, whether online or conventional teaching. Based on questionnaire that has been filled by the teachers, there are two different opinion related to teacher strategies during learning process. First opinion point out observation as the main strategies in online learning. The reason why observation become first strategies was teacher directly see students' progress in learning process. After that, teacher can ask few questions as a test of understanding. Moreover, the function of

question here is to lead the learning process and to introduce students with new material that will be teach.

Second opinion describes the strategies in online learning by giving a recall or repeating lessons that have been given by the teacher, by looking at the fluency of students in recalling or remembering stage, it means that students have understood what the teacher has conveyed. Then, the teacher gives an assignment or some kind of exercise to find out the extent of understanding of each student, or can also provide exercises through games, with games students can remember more easily and for students who do not understand can easily re-learn using the game method.

2. The way teachers apply the strategies in distance learning

Distance Learning was something new in teaching process, it was appeared since end of 2019 due covid pandemic. It changes the way teacher teaching and delivering the materials. From conventional learning to online or distance learning and new environment of study. In

distance learning, the observation strategy may not be optimal. However, this can still be overcome in a second way, namely by giving some questions (test) to students. With this we as educators can know the learning progress of the students themselves.

The other way of applying strategies in distance learning was test. In distance learning situation, strategies that applied by the teacher was test because they remember the conditions and situations that do not allow them to learn through games. In addition to going through tests, teacher also make quizzes during online classes, so that in that class not only teacher as one person who is active and the students become passive. However, with the quiz, students can be active through the quiz. Quizzes are almost similar to games and that more effective in distance learning.

3. Detail strategies in English skills

Like conventional learning, all English skill also need detail strategies in distance learning. In this case, there are four skills that should be point out; listening, speaking, reading,

and writing. Here, there are different opinion related to the detail strategies:

a. Listening

In monitoring listening skill, teachers have different detail strategies that they apply to online classroom. First, teacher using observation strategy, it was expected that teacher directly find out students' progress and find out obstacles of students.

A second strategy in online listening classroom was demonstrative model of listening. For instance, teachers give students a handbook, then teacher read a fairy tale like Cinderella, Snow White, Moana, etc and ask students to listen. After that, students are required to listen carefully, so in the class, teacher point out who will come forward and conclude the story. Here, teacher will understand how far students' understanding related to the story.

b. Speaking

In speaking class, there are some strategies that used by teachers in distance learning. First teacher mentioned observation as a better strategy rather than interview with students directly. In addition, it can also use a test as an addition. Students are given a topic of discussion and then asked to talk about that topic. With this strategy, we can find out the learning progress of students, especially in terms of speaking.

Another strategy that used by teacher here is spelling bee. In this case, when a student makes a mistake in pronouncing a word, write the word on the blackboard or during an online class, teacher writes it on a small board or usually the teacher makes it through ppt slides. Then they do spelling bee where students have to follow their teacher pronunciation in pronouncing English words correctly.

c. Reading

In the reading skill, teachers provide reading material and ask students to read the text. Then, teachers used observation method as well. Students were asked to read a text aloud and then educators can find out the ability or progress of these students.

Another way in monitoring distance learning was teacher giving a text to students, and then randomly appointed students to read the continuation of the story from the book. With this method students can understand the correct way of reading a pronunciation of each word in English. When students read the text, teachers listen very carefully so that when a student pronounces it wrong, teacher also can correct it and teach the students the correct pronunciation in English.

d. Writing

In writing skill, teacher used test strategy. Just like the previous skill, the teacher gave a topic and then students were asked to write about anything about

the topic. As educators, they are able to know the writing and grammar skills of students by the test strategy.

Another strategies that applied by the teacher was choosing 5-10 words from the story text book that had been read, then the students tried to write a sentence using that word. Then group them by each syllable. Example: I go to school. (I) including subject, (Go) includes verb I, (School) is included in the object. This assignment is to help students learn to group each syllable.

4. The challenges of Distance Learning Strategies

The implementation of each learning strategy will certainly experience various kinds of problems. This is a challenge for every teacher. Some of the challenges faced by teachers can be categorized as follows:

a. Students participation

In every class they are two types of students, active and passive students, no exception for english. Some of them think that english is hard lesson, so no need to

active because english is not interesting. Less than 70% of students are active in learning. so the students participation is a big challenge to make distance learning can be interesting.

b. Students self confidence

Students were not confident with their ability in listening, reading, writing or speaking. It is because English as foreign language. Language skill has to get used to every single day, for example in English learning. However, the teacher has a problem, because the students didn't want to used English. When the teacher said, "speak in English please" they asked to use Bahasa Indonesia. Students thought that speaking in English is hard to do.

5. The Ways to Face Distance Learning Challenges

Distance learning with some of challenges must be faced properly. It is because learning process must continue to be carried out well in the middle of the covid-19 pandemic. There is no learning process without problem, however offline or online learning when the teacher faced

the problem, they should find the proper way to fix it. Some of ways to face the distance learning are:

a. Motivation

Give the motivation to the students is the first way to make they think again, why they should learning and why they should know about this study. Motivation is given to students to increase their interest in learning. Give motivation with good way is very necessary because the student in senior high school is risky age. They are looking for about their self and how to improve their skill. The important thing is change their mindset about learning and have new spirit to study again.

b. Learning Model

Learning model is one of the important components in learning process. Evaluation about the learning model before, the student enjoy or not. In addition to teaching methods, giving assignments is also one of the causes of

decreased students interest in learning. The solution that educators can do so that students interact more actively or respond during the learning process is by giving them the widest possible opportunity to ask questions related to the subject matter in exchange for getting rewards in the form of additional points or values. Giving rewards is not always a value, students can also give rewards in the form of comments or praise, honesty and student responsibility. Therefore learning model like game, movie or native speaker.

B. Discussion

In this part of the research, the researcher discussed the strategies and the challenges faced by EFL pre service teachers' in monitoring students' learning progress during distance learning. The Covid-19 pandemic requires teaching and learning activities to be carried out from home or distance learning.

1. EFL pre service teachers' strategies in monitoring students' learning progress during distance learning

Based on the interview, several strategies that were used and applied by the the teacher in online English learning. The EFL pre service teacher used more than one strategy to teach students in learning pprocess during distance learning. Teaching process need strategies, whether online or conventional teaching.

The First strategy used by the English teacher is directly see students' progress in learning process. In this strategy, teacher observes students directly. The aim of observation is the teacher knows about students learning progress. However the learning process is distance learning, so the teacher can use smartphone or other utilities which support to follow the monitoring from the teacher. The first step, teacher will ask students to memorize about the topic of the lesson. Teacher gives some task by google form or e-learning, then students can ask about the task that they didn't understand. Teacher used this method to see students' skill in

English, specially reading and writing skills. In the other hand, the test is not suitable for listening and speaking skills. For that two skills, teacher use application like zoom, skype or whatsapp video call to face the students and monitoring their ability in those skills, speaking and listening.

Second strategy in online learning by giving a recall or repeating lessons that have been given by the teacher, by looking at the fluency of students in recalling or remembering stage, it means that students have understood what the teacher has conveyed. Then, the teacher gives an assignment or some kind of exercise to find out the extent of understanding of each student, or can also provide exercises through games, with games students can remember more easily and for students who do not understand can easily re-learn using the game method.

Moreover, the function of strategies here are to lead the learning process and to introduce students with new material that will be teach. While the strategies in conventional and distance learning actually different. In conventional

learning, the teacher can lead the class by meeting in person, so the learning process can be handled directly. The teacher and the students can meet in a class and have the conversation directly. It comes different in distance learning, students and teacher need media, such as smartphone, tablet pc or other. So, teacher needs to prepare the class well, because they do not meet in a class

Talk about monitoring in conventional learning, the observation about student skill can be held in a class. The teachers know what problem that student face and can give the different treatment according to their own problem in learning. Unfortunately in distance learning is hard to apply, because teacher needs more time and effort, so it is not easy to fix the problem when the teachers don't see the subject directly. However, the learning strategy application can be adapted to its condition.

2. The challenges faced by EFL pre service teachers' in monitoring students' learning progress during distance learning

Distance learning has become a inevitable choice for education institutions. Teachers can still teach and students can still study in their own homes during this covid-19 pandemic. Like face to face learning, there are several challenges faced by EFL pre service Teacher. In this discussion there are two types of challenges, first is from the teacher him/herself and second is from the students.

The challenge faced by teacher related to how teacher can handle the class. It is about the understanding on the subject materials. For example, the content of reading material delivered online may not be understood by all students. Students understand the material based on their own interpretation or their point of view. Based on the experience of EFL pre service teacher, this distance learning system is only effective for giving assignments and quizzes to students. It means, in one learning process, if the

teacher delivers the material enthusiastically, the students' will give attention to the lesson.

Other challenge is the limitation in the learning controlling. Teachers are limited in conducting the control during distance learning. Students' participation in online class couldn't controlled by the teacher. Some student just fill the attendance list at the beginning, but after that, they are no longer active until the end of the learning, it because the students think that English is so bored and hard to understand. The researcher also reviewed the literature regarding problem encountered by EFL students in online learning. From the students' factors, some problem students felt in distance learning during the Covid-19 pandemic for listening material are found. The difficulties and problems faced by students are presented as follows.

To minimize the barriers or obstacles in distance learning faced by teachers, especially in EFL learning, the researcher find several ways to face the challenges. First, teacher gives the motivation to the student. The motivation is to reminds the student, how important to study and

what can we get in the learning process. Second way teachers should prepare learning materials as interesting as possible. The subject material presented in several media, like power point, movie, and games will be felt more alive by students.

Other way is the teacher can also proactively communicate with the students who are less active participating in distance learning and personally build a connection to the student. This way is effective because the student feel that the teacher is giving attention to them and help them to follow the learning process as well as before.

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusions, implications, and some recommendations of this study were presented. These conclusions of the study were built up based on the data analysis that was discussed in Chapter IV of this research report. The implications gave some suggestions or recommendations for the teachers. Some recommendations were provided in order to give information and guidance to conduct further research concerning on the same issue. Finally, these recommendations were addressed especially to those who were interested in online classroom participation.

A. Conclusion

1. Distance learning participation was a learning process when there were relationship among students and teacher. The teacher was monitoring the learning progress throughout some online application such as zoom, google meet ad etc. The EFL pre service teachers' need to be more creative and innovative to delivering the material through distance learning which the teacher cannot meet the students' personally. Based on

the discussion on the chapter IV, there are some strategies that teacher use to monitoring the learning progress. The first strategy is observation the students learning process. The second strategy is recalling the materials that have been given by the teacher to know students' understanding.

2. The EFL pre service teachers' face some challenges when applying those strategies. The challenges come from teachers' perspective and students' perspective. Distance learning class makes a teacher hard to control the class and be charged to be more creative when delivering the material. That is from teacher perspective. Low motivation, bored and not emotionally connected to the teacher are the reason from students' perspective.

B. Suggestion

1. For the teacher
The researcher expected that the teacher realizes that monitoring students' learning progress during distance learning needs more effort. It is hoped that this research can encourage the teacher to maximize the strategies to be more effective.
2. For the next researcher

The researcher expected that next researcher can continue to gain any kind of research related to distance learning due to this situation. Hopefully this research can be additional reference for the next researcher.

REFERENCES

- Abas, M. C. (2016). Pre-service teachers' experiences during off-campus observation: Basis for improving the roles of teacher education institutions and cooperating schools. *Journal of Education and Learning (EduLearn)*, 10(2), 187–202.
- Afalla, B. T., & Fabelico, F. L. (2020). Pre-service teachers' pedagogical competence and teaching efficiency. *Journal of Critical Reviews*, 7(11), 223–228.
- Anderson, Sarah, Terras, Katherine (2015). Teacher Perspective of Challenges within the
- Arafiyah, Ria, Hasibuan, Zainal A. & Santoso Harry Budi. 2021. *Monitoring Online Learners' Performance based on Learning Progress Prediction*. AIP Publishing.
- Basar, Afip Miftahul. *Problems of Distance Learning during Covid-19 Pandemic*. Jurnal Pendidikan Imiah. Vol. 2 No.1. P. 208-219.
- Creswell, John W. 2014. *Research Design, Qualitatives, Quantitative, and Mixed Methods Approcahes (Fourth Edition)*. United State of America: Sage Publications.
- Dais, B.G. 2008. *Collaborative learning: Group work and Study Teams*. San Fransisco: Jossey-Bass..
- Erfiana, Leli. 2021. *Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and The*

Solution. Journal of English Language Teaching and Literature. Vol. 2 No. 1, 38-47.

Ghony, Muhammad Djunaidi & Fauzan Al-Manshur. 2014. *Metodologi Penelitian*. Yogyakarta Media:Ar-Ruzz.

Greenwood, N., & Howard, J. 2011. *First Contat: Teaching and Learning in Classroom*. Lanham, MD.: Rowan & Littlefield Publishers.

Hilman Syarief, <http://www.academia.edu-14-prinsip-pembelajaran-kurikulum-2013//> accessed in 23rd October 2021 at 8.15 PM

Kogan Page.

Lyman, F. 1997. *Think Pairs Share: An Expanding Teaching Technique*. Maa-Cie Cooperative News.. P. 65.

Meyen, Edward L., Aust, Ronald J. & Isaacson, Robert. 2016. Assessing and Monitoring Student Progress in E-Learning Personnel Preparation Environment. University of Kansas:*E-Learning Design Lab*.

Morgan, C., & O'Reilly, M. (1999). Assessing open and distance learners. London:

Nata, Abuddin. 2001. *Perspektif Islam tentang Strategi Pembelajaran*. Jakarta: Kencana.

Norwegian Educational System. *International Education Journal: Comparative Perspectives*. 14 (3). 1-16.

- Ntelok, Zephisius Rudiyanto Eso. 2021. *The Role of Class Teachers in Overcoming Learning Difficulties of Elementary School Students in The Middle of The Covid-19*. Jurnal Inovasi Pendidikan Dasar. Vol. 5. No. 2. P. 148-155.
- Nugroho, Ari and Mutiaraningrum Ira. 2020. *EFL Teachers' Beliefs and Practices about Digital Learning of English*. Journal of Education, Literature and Culture. Vol. 5. No. 2. P 304-321
- Picciano, A. G. (2002). Beyond Students Perceptions: Issues of Interaction, Presence and Performance in an Online Course. *Journal of Asynchronous Learning Newworks*. Volume 6 Issue 1, 2002. P. 21-38.
- Putri W, Ananda, Magdalena, Khotimah, K. & Putri Syahra, N. 2021. *The Effect of Distance Learning on Learning Achievement of Grade 3 Students at SDN Sudimara Timur*. Cerdika: Indonesian Scientific Journal. Vol 1(3). P. 321-327.
- Rahayu, Retno Puji & YantyWirza. 2021. *Teachers' perception of Online learning during Pandemic Covid-19*. Jurnal Penelitian Pendidikan. Vol. 20. No. 3. P. 392-406.
- Riyanti, Hafizah. 2020. *Lerners' perceptions of Online English Learning during Covid-19 Pandemic*. Journal of English Language Teaching. Vol. 5, No.1. P. 31-35.
- Sadikin, Ali & Hamidah. 2020. *A. Pembelajaran Daring di Tengah Wabah Covid-19: (Online Learning in*

the Middle of the Covid-19 Pandemic). BIODIK.
Vol. 6 No.2, 214-224.

The Noble Quran. Al-Baqarah-286, Surah The Cow of
Verse-286. (accessed Thursday, December 10th
2021. 20:49 PM).

Wang, G., Zhang, Y., Zhao, Jin., Zhang, J., Jiang, Fan.
(2020). Mitigate the effects of home confinement
on children during the COVID-19 outbreak.
Published Online March 3, 2020

APENDICES

APPENDIX 1

The Result of EFL pre Service Teachers' questionnaire

Respondent : Hikmatius Syarifah

Number : 1803046098

Date : Thursday, December 2nd 2021

Teachers' Reflection:

1. *Bagaimanakah strategi bapak/ibu untuk mengetahui perkembangan belajar siswa? (What is your strategy to find out the progress of students' learning?)*

Cara pertama yang saya lakukan adalah dengan observasi. Dengan observasi saya bisa melihat secara langsung perkembangan belajar siswa. Setelah observasi saya bisa memberikannya beberapa pertanyaan. Hal ini bisa berupa tes. Memberikan siswa beberapa pertanyaan yang mengarah dengan pembelajaran. (The first way I do is observation. With observations I can see firsthand the progress of student learning. After observation I was able to ask him a few questions. This can be a test. Give students some questions that lead to learning material.)

2. *Bagaimanakah penerapan strategi yang bapak/ibu gunakan diatas tersebut dalam konteks pembelajaran jarak jauh? (How is the implementation of the*

strategy that you use above in the context of distance learning?)

Dalam pembelajaran jarak jauh mungkin strategi observasi kurang maksimal. Tetapi hal ini masih bisa diatasi dengan cara yang kedua yaitu dengan memberikan beberapa pertanyaan (soal tes) kepada peserta didik. Dengan hal ini kita sebagai pendidik bisa mengetahui perkembangan belajar dari peserta didik sendiri. (In distance learning, the observation strategy may not be optimal. But this can still be overcome in a second way, by giving some questions (test) to students. With this we as educators can know the learning progress of the students themselves.)

3. *Jelaskan secara lebih rinci apakah strategi yang bapak/ibu gunakan untuk mengetahui perkembangan belajar bahasa inggris siswa terkait ketrampilan :*
Explain in more detail, what strategies you use to find out the progress of students' learning English related to :

- a. *Menyimak (Listening)*

Menyimak. Kalau untuk menyimak sendiri saya lebih mengarah ke strategi observasi. Saya terlibat langsung atau menyimak secara langsung dalam hal ini. Dengan hal ini saya

bisa mengetahui perkembangan belajar peserta didik secara langsung. Selain itu saya juga bisa mengetahui kendala dari peserta didik tersebut.(Listening. For listening to myself, I prefer an observation strategy. I directly involved to the listening section. With this I can know the progress of student learning directly. In addition, I can also find out the obstacles of these students.)

b. *Berbicara (Speaking)*

Berbicara. Dalam hal ini saya menggunakan strategi observasi juga tetapi lebih ke wawancaranya. Wawancara kepada peserta didik secara langsung. Selain itu bisa juga menggunakan strategi tes. Peserta didik diberikan sebuah topik pembahasan kemudian diminta untuk berbicara mengenai topik tersebut. Dengan strategi tersebut maka kita bisa mengetahui perkembangan belajar peserta didik terutama dalam hal speaking.(Speaking. In this case, I use the observation strategy as well but more to the interview, interviews with students directly. In addition, it can also use a test strategy. Students are

given a topic of discussion and then asked to talk about that topic. With this strategy, we can find out the learning progress of students, especially in terms of speaking.)

c. *Membaca* (Reading)

Membaca. Untuk membaca sendiri saya lebih menggunakan cara observasi juga. Peserta didik diminta untuk membaca suatu teks dengan lantang dan kemudian kita sebagai pendidik bisa mengetahui kemampuan ataupun perkembangan dari peserta didik tersebut. (Reading. For reading I prefer to use the observation method as well. Students are asked to read a text aloud and then we as educators can find out the ability or development of these students.)

d. *Menulis* (Writing)

Menulis. Untuk menulis sendiri lebih menggunakan strategi tes. Sama seperti skill yang sebelumnya, yaitu pendidik memberikan sebuah topik dan kemudian peserta didik diminta untuk menulis tentang hal apapun mengenai topik tersebut. Dengan hal itu kita sebagai pendidik mampu mengetahui

kemampuan menulis dan juga tata bahasa dari peserta didik. (The writing itself use the test strategy. Just like the previous skill, the teacher gives a topic and then students are asked to write about anything about the topic. With that we as educators are able to know the writing and grammar skills of students.)

4. *Apa sajakah tantangan yang bapak/ibu hadapi ketika menerapkan strategi tersebut? (What are the challenges that you face when implementing this strategy?*

Tantangan yang dihadapi dalam menerapkan strategi ini adalah terkadang ada peserta didik yang pasif dalam pembelajaran, tetapi sebenarnya kita tahu kalau pesertanya didik tersebut memiliki kemampuan yang baik dalam bahasa Inggris. Banyak dari mereka yang malu-malu dalam berbicara bahasa Inggris. Tingkat percaya diri yang masih belum ada. Kemudian untuk tes sendiri ada beberapa dari peserta didik yang menjawab dengan serius dan ada juga yang tidak serius. (The challenge faced in implementing this strategy is that sometimes there are students who are passive in learning, but in fact we know that these students have good skills in English.

Many of them are shy in speaking English. Level of confidence that still does not exist, then for the test itself there are some students who answer seriously and some are not serious.)

5. *Bagaimanakah cara bapak/ibu untuk menghadapi tantangan tersebut? (How do you deal with these challenges?)*

Cara untuk menghadapi tantangan tersebut yaitu dengan cara memberikan motivasi kembali mengenai pentingnya belajar. Kemudian mengajak siswa untuk praktik dalam berbahasa Inggris, agar peserta didik terlatih sehingga memiliki tingkat percaya diri yang baik. Latihan dan terus latihan. Dan juga kita sebagai pendidik harus menggunakan metode yang menarik agar peserta didik semangat dalam pembelajaran. (The way to deal with these challenges is to re-motivate them about the importance of learning. Then invite students to practice in English, so that students are trained so that they have a good level of confidence. Practice and keep practicing. And also we as educators must use interesting methods so that students are enthusiastic in learning.)

APPENDIX 2

The Result of EFL pre Service Teachers' questionnaire

Respondent : Maisyaroh Rahmatun Nisa

Number : 1803046087

Date : Thursday, December 2nd 2021

Teachers' Reflection:

1. *Bagaimanakah strategi bapak/ibu untuk mengetahui perkembangan belajar siswa? (What is your strategy to find out the progress of students' learning?)*

Dengan memberikan sebuah recalling atau mengulang pelajaran yang sudah diberikan oleh guru, dengan melihat kelancaran atau kefasihan siswa dalam tahap recalling atau remembering itu berarti bahwa siswa sudah memahami apa yang telah guru sampaikan. Lalu kemudian pada biasanya, guru memberikan sebuah tugas atau semacam latihan untuk mengetahui sejauh mana pemahaman dari setiap siswa, atau bisa juga memberikan latihan melalui game, dengan game siswa dapat mengingat lebih mudah dan bagi siswa yang belum faham bisa belajar ulang dengan mudah menggunakan metode game tersebut. (By giving a recalling or repeating lessons that have been given by the teacher, by

looking at the fluency of students in the recalling or remembering stage, it means that students have understood what the teacher has conveyed. Then usually, the teacher gives an assignment or some kind of exercise to find out the extent of understanding of each student, or can also provide exercises through games, with games students can remember more easily and for students who do not understand can easily re-learn using the game method.)

2. *Bagaimanakah penerapan strategi yang bapak/ibu gunakan diatas tersebut dalam konteks pembelajaran jarak jauh?* (How is the implementation of the strategy that you use above in the context of distance learning?)

Jika menggunakan online class, siswa saya lebih sering menggunakan metode ulangan dikarenakan mengingat kondisi dan situasi yang tidak memungkinkan untuk belajar melalui game. Selain melalui ulangan, saya juga membuat kuis pada saat kelas online berlangsung, jadi dalam kelas tersebut tidak hanya saya yang aktif dan siswa menjadi pasif. Dengan adanya kuis tersebut siswa dapat menjadi aktif melalui kuis tersebut. Kuis memang sifatnya hampir mirip dengan game. (When using online

classes, my students use the test method more often because they remember the conditions and situations that do not allow them to learn through games. In addition to going through tests, I also make quizzes during online classes, so that in that class I am not the only one who is active and the students become passive. With the quiz, students can be active through the quiz. Quizzes are almost similar to games.)

3. *Jelaskan secara lebih rinci apakah strategi yang bapak/ibu gunakan untuk mengetahui perkembangan belajar bahasa inggris siswa terkait ketrampilan :*
Explain in more detail, what strategies you use to find out the progress of students' learning English related to :

e. *Menyimak (Listening)*

Metode yang saya gunakan adalah saya memberikan siswa handbook, lalu setiap selesai pelajaran bahasa inggris saya membacakan sebuah dongeng seperti cinderella, snowwhite, moana, dll. Dalam teks tersebut saya membaca dengan bergantian kepada siswa. Saat saya membaca siswa di haruskan menyimak agar saat setiap siswa sy tunjuk secara random faham sampai

mana saya membaca dongeng tersebut dan meneruskan pembacaan dongeng saya. (The method I use is that I give students a handbook, then after every English lesson I read a fairy tale like Cinderella, Snow White, Moana, etc. In the text I read alternately to students. When I read, students are required to listen so that when each student I randomly point out, they will understand how far I have read the fairy tale and continue reading my fairy tale.)

f. *Berbicara (Speaking)*

Saat ada siswa yang salah dalam pengucapan kata, saya menulis kata tersebut di papan tulis atau saat kelas online saya meulisnya di papan kecil atau biasanya sy buat lewat slide ppt. Lalu kemudian siswa saya ajarkan untuk mengucapkan kata tersebut berulang kali agar siswa dapat memahami pelafalan kata tersebut. Selanjutnya, siswa harus mengikuti pengucapan saya dalam mengucapkan kata berbahasa inggris dengan benar. (When a student makes a mistake in pronouncing a word, I write the word on the blackboard or

during an online class I write it on a small board or usually I make it through ppt slides. Then then my students teach me to say the word repeatedly so that students can understand the pronunciation of the word. Next, students have to follow my pronunciation in pronouncing English words correctly.)

g. *Membaca* (Reading)

Lalu saat sy selesai membaca 3-5 kalimat, saya menunjuk siswa secara random untuk membaca kelanjutan story dari buku tersebut. Dengan metode ini siswa dapat mengerti cara baca yang benar dalam sebuah pengucapan setiap kata dalam bahasa inggris. Saya berusaha mendengarkan dengan sangat hati hati supaya Saat siswa salah mengucapkan, saya bisa membenarkan dan mengajarkan ke siswa lain juga sebuah pengucapan yang benar dalam bahasa inggris. (Then when I finished reading 3-5 sentences, I randomly appointed students to read the continuation of the story from the book. With this method, students can understand the correct way of

reading the pronunciation of each word in English. I try to listen very carefully so that when a student pronounces it wrong, I can justify and teach other students the correct pronunciation in English.)

h. *Menulis (Writing)*

Yang terakhir, saya menuliskan sebuah kata dari teks story tersebut secara random, saya memilih 5-10 kata yang terdapat di buku teks story yang telah saya bacakan, lalu siswa mencoba menuliskan sebuah kalimat menggunakan kata tersebut. Lalu mengelompokkan mereka berdasarkan setiap suku kata.

Ex : I go to school (I) termasuk subject

(Go) termasuk verb₁

(School) termasuk ke dalam object

Tugas ini untuk membantu siswa dalam belajar mengelompokkan setiap suku kata.

(Finally, I wrote a word from the story text randomly, I chose 5-10 words from the story text book that I had read, then the students tried to write a sentence using that word. Then group them by each syllable.

Ex : I go to school (I) including subject

(Go) includes verb₁

(School) is included in the object

This assignment is to help students learn to group each syllable.)

4. *Apa sajakah tantangan yang bapak/ibu hadapi ketika menerapkan strategi tersebut?* (What are the challenges that you face when implementing this strategy?)

Tantangan terbesarnya adalah jika tidak semua siswa aktif dalam kegiatan tersebut. Karena kita tahu bahwa tidak mungkin 100% semua siswa dalam kelas saat belajar akan aktif mengikuti kegiatan tsbt. Siswa yang tidak aktif akan lebih sulit untuk mengikuti kegiatan ini. Terutama dalam kegiatan belajar mengajar melalui game. Maka dari itu saya mengusahakan untuk menggunakan metode diatas agar saya bisa menunjuk atau memilih siswa secara rata (termasuk) siswa yang tidak aktif agar ikut ke dalam kegiatan tersebut, meskipun saya memilih secara random. Kesulitan lain adalah mengubah mindset siswa bahwa bahasa inggris itu tidak susah. Saya menemui lebih dari 60% anak di setiap sekolahan mengeluh dan tidak menyukai bahasa

inggris karena mereka menganggap bahasa inggris itu hal yang sangat sulit dipelajari. Jadi, guru harus memutar otak untuk selalu menyediakan metode atau game yang menyenangkan untuk siswa agar saat menyampaikan materi mudah untuk di terima oleh siswa dan siswa dapat mengubah mindsetnya bahwa “oh ternyata bahasa inggris itu tidak sesulit yang saya fikirkan yaa” (The biggest challenge is if not all students are active in the test activities. Because we know that it is impossible for 100% of all students in the class while studying to be actively participating in these activities. Students who are not active will find it more difficult to participate in this activity, especially in teaching and learning activities through games. Therefore, I try to use the method above so that I can appoint or select students equally (including) students who are not active to participate in these activities, even though I choose randomly. Another difficulty is changing the students' mindset that English is not difficult. I have seen more than 60% of children in every school complaining and not liking English because they think English is a very difficult thing to learn. So, teachers have to rack their brains to always provide fun methods or games for

students so that when delivering material it is easy for students to accept and students can change their mindset that "oh it turns out that English is not as difficult as I thought, isn't it?")

5. *Bagaimanakah cara bapak/ibu untuk menghadapi tantangan tersebut? (How do you deal with these challenges?)*

Bagi saya selalu belajar untuk terus mengembangkan metode mengajar yang lebih efektif dan efisien dan mudah diterima siswa saya selalu membaca buku tentang metode metode mengajar yang fun dan mudah untuk dapat mengajarkan materi di kelas. Setiap mengajar saya selalu memasukan sebuah game atau saya mengajar melalui movie dan lagu setiap 2 minggu sekali. Dengan menggunakan movie dan lagu siswa dapat belajar dengan menggunakan hiburan, tidak melulu tentang belajar dengan fikiran yang tegang. Dengan adanya movie atau lagu siswa lebih rileks dan belajar lebih santai. Siswa dapat belajar pelafalan dan listening dari nattive speaker. (For me, I always learn to continue to develop teaching methods that are more effective and efficient and easy for students to accept. I always read books about teaching methods that are fun and easy to teach

material in class. Every time I teach I always include a game or I teach through movies and songs every 2 weeks. By using movies and songs, students can learn by using entertainment, not only about studying with a tense mind. With movies or songs, students are more relaxed and learn more relaxed. Students can learn pronunciation and listening from native speakers.)

CURRICULUM VITAE

Name : Rizka Umami
Student's Number : 1403046056
Place and Date of Birth : Jepara, January 4th 1997
Address : Jalan Taman Siswa RT 03 RW 03
kel. Tahunan, kec, Tahunan, kab.
Jepara, Jawa Tengah
Phone Number : 085713693319
Email : rizkaumami97@gmail.com
Education :

1. MI Masalikil Huda 01 Tahunan, graduated in 2008
2. MTsN Bawu Jepara, graduated in 2011
3. MAN Bawu Jepara, graduated in 2014

Semarang, December 14th 2021



Rizka Umami
NIM. 1403046056