

**ELT TEACHERS' CHALLENGES IN DELIVERING WEB-
BASED INSTRUCTION AT SENIOR HIGH SCHOOL LEVEL IN
SIDOARJO**

THESIS

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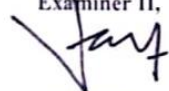
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ABSTRACT

Fajarwati, Karima (2018). *ELT Teachers' Challenges in Delivering Web-based Instruction at Senior High School Level in Sidoarjo*. A thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: H. Mokhammad Syaifudin, M.Ed, Ph.D. Advisor II: Dra. Irma Soraya, M.Pd.

Key Words: *ELT Teacher, Web-based Instruction, Challenge, Teachers' Challenges of Web-based Instruction*

The using of Web is as the tool for the bridge to deliver the online instruction to the students, which it is very flexible for students and teachers to do anywhere and anytime. Teachers can integrate the Web-based learning with face-to-face teaching. The advantages in delivering web-based instruction (WBI) such as enhancing student learning, reducing paper flow and management, and flexibility to check the notes and additional instruction. The purpose of this study is to analyze the ELT teachers' challenges experience during the process of delivering WBI and the ways to deal with the challenges faced by the teachers. This research was conducted using qualitative method design and the data was collected by conducting interview as the main data. Interview was conducted to the four ELT teachers who have experience in delivering WBI at four Senior High School level in SMKN 1 Sidoarjo, SMKN 2 Buduran, SMK Plus NU Sidoarjo, and SMAN 1 Sidoarjo. The findings show that the ELT teachers use two different Webs to deliver web-based instruction. Furthermore, ELT teachers faced challenges in three catgorizes, they are technological support, students engagement, and time management aspects. In those aspects, there are some specific challenges that ELT teachers faced during the process of delivering WBI. To deal with those challenges, ELT teachers must have some ways and strategies in the aspect of technological support, students engagement, and time management aspects.

ABSTRAK

Fajarwati, Karima (2018). *ELT Teachers' Challenges in Delivering Web-based Instruction at Senior High School Level in Sidoarjo*. A thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: H. Mokhammad Syaifudin, M.Ed, Ph.D. Advisor II: Dra. Irma Soraya, M.Pd.

Kata Kunci: *Guru Bahasa Inggris, Instruksi Berbasis Web, Hambatan, Hambatan Guru dalam Penyampaian Instruksi Berbasis Web*

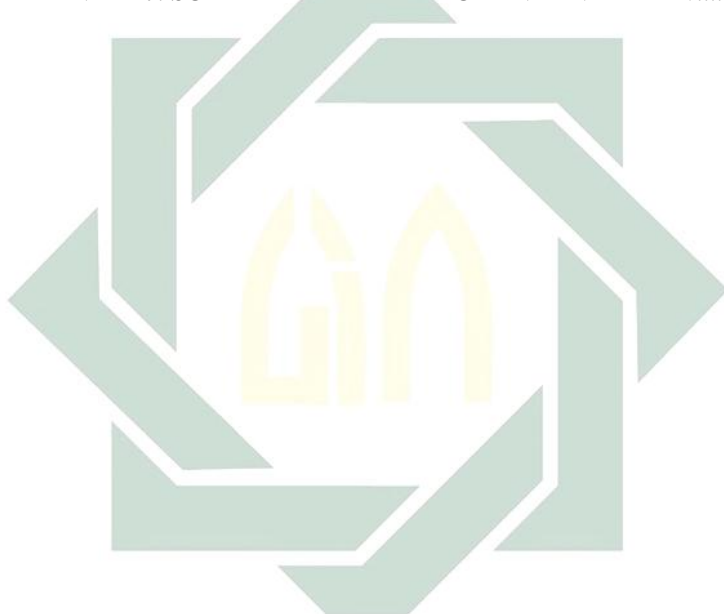
Penggunaan Web adalah sebagai alat untuk menyampaikan instruksi *online* kepada siswa, dimana hal tersebut sangat fleksibel bagi siswa dan guru untuk dilakukan dimanapun dan kapanpun. Guru dapat mengintegrasikan pembelajaran berbasis Web dengan pembelajaran tatap muka. Manfaat dari penyampaian instruksi berbasis Web (IBW) seperti meningkatkan tingkat belajar siswa, mengurangi penggunaan kertas, dan fleksibilitas untuk mengecek catatan dan tambahan pembelajaran. Tujuan dari penelitian ini adalah untuk menganalisa hambatan dari pengalaman guru Bahasa Inggris ketika proses penyampaian IBW dan cara yang dilakukan untuk menghadapi hambatan tersebut. Penelitian ini diadakan menggunakan desain metode kualitatif dan data didapatkan dari pelaksanaan wawancara sebagai data utama. Wawancara ditujukan kepada empat guru Bahasa Inggris yang mempunyai pengalaman dalam menyampaikan IBW dari empat sekolah level Sekolah Menengah Atas di SMKN 1 Sidoarjo, SMKN 2 Buduran, SMK Plus NU Sidoarjo, and SMAN 1 Sidoarjo. Penemuan di penelitian menunjukkan bahwa guru Bahasa Inggris menggunakan dua Web kelas yang berbeda untuk menyampaikan IBW. Lebih lanjut, guru Bahasa Inggris menghadapi hambatan-hambatan di tiga kategori yaitu aspek dukungan teknologi, keterikatan siswa, dan manajemen waktu. Di aspek-aspek tersebut, terdapat beberapa hambatan spesifik yang dihadapi guru Bahasa Inggris dalam proses penyampaian IBW. Untuk mengatasi hambatan-hambatan tersebut, guru Bahasa Inggris mempunyai beberapa cara dan strategi dalam aspek dukungan teknologi, keterikatan siswa, dan manajemen waktu.

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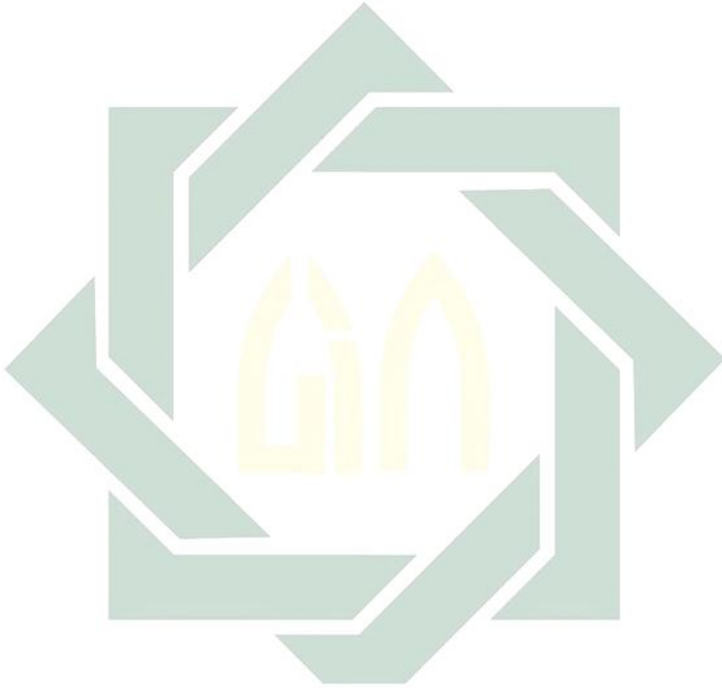
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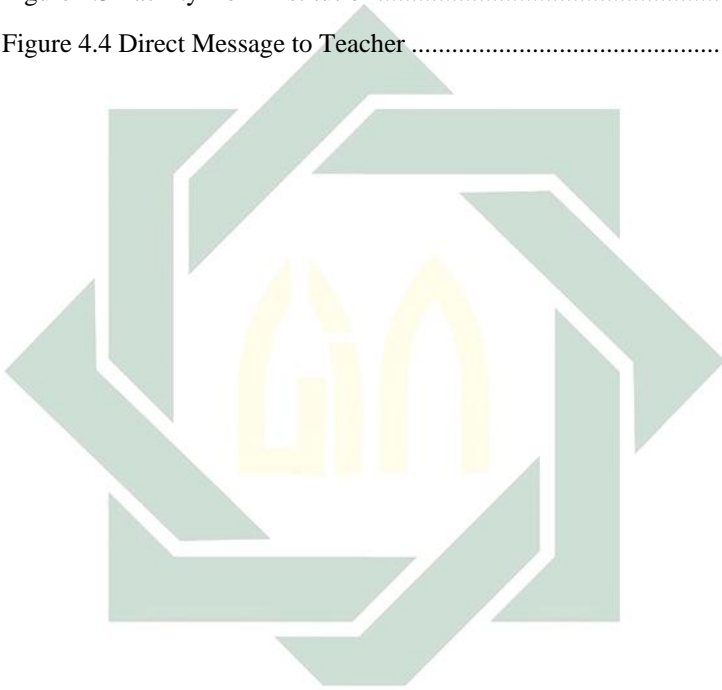
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CHAPTER I

INTRODUCTION

A. Research Background

Learning involves acquiring and modifying knowledge, skills, strategies, beliefs, attitudes, and behaviors.¹ For the process of learning, teachers need to consider the way to teach. Therefore, the advance of technology helps teachers to prepare and do the learning process. Learning process is not merely the process in the class itself, but in the development of technology, using e-learning or online learning can be the option for ease the process. Alonso stated that e-learning is an alternative way to teach and learn.² It is possible for teachers to use the internet as the media to teach students. Besides that, e-learning is also an option for students to get information as the term of learning.

Using e-learning does not mean that teachers will be replaced with the technology. It does not mean also that teachers do not need to teach in the classroom because all of the things can be done via internet. Institution often integrates Web-based learning with conventional, face to face teaching.³ Applying e-learning, or in this research specified as using “web” in the learning process, can be combined with face to face learning. Teachers still have conventional learning process in the classroom, and teachers also can manage the additional instruction by using internet or certain web.

¹ Dale H. Schunk, *Learning Theories: An Educational Perspective*, (Boston: Pearson, 2012), 2

² Fernando Alonso, et.al., “An instructional model for web-based e-learning education with a blended learning process approach”, *British Journal of Educational Technology*, Vol 36 No 2 2005, 218

³ Judy McKimm, et.al, “Web Based Learning”, *US National Library of Medicine National Institutes of Health*, BMJ VOL 326, April 2003, 871

Teachers can use Web as the tool for the bridge to serve the material to the students. Moreover, using Web is very flexible for students and teachers to do anywhere and anytime. When students have access to the Web outside of class, they can take advantage of the anytime /anyplace flexibility of the Web to access public and course-specific information.⁴ Students can explore themselves for doing the activities from e-learning because they do not really pressure as doing as in the classroom. By finishing the class meeting in the school, teachers still can guide students about the lesson and material. Giving additional materials, quizzes, also discussion about the materials can make students being more attracted and ease students to review the lesson from the Web.

Teacher can create online classroom as the support of conventional classroom by delivering Web-based instruction (WBI). Here, the Web-based instruction is the focus of this research as the online classroom via Web. As Martha and Barbara stated in their journal that Web can support and foster the learning process⁵, teachers can deliver Web-based instruction as the supported classroom for their English course. Using Web or internet can fulfill students' needs such as instructional materials, or added by images, video clips, and even sound in order to make students able to review or learn more about the content.⁶ Teachers need to serve additional instruction besides in the classroom in order to help students to learn by themselves or for practicing their English understanding.

Furthermore, Mehdi stated in his book that "If course-specific materials are online, students can take tutorials at their

⁴ A.K. Aggarwal-Regina Bento, "Web-Based Education", in Mehdi Khosrow-Pour (Ed.). *Web-Based Instructional Learning* (London: IRM Press), 2002, 65

⁵ Martha Daugherty-Barbara L. Funke, "University Faculty and Student Perceptions of Web-Based Instruction", *International Journal of E-Learning & Distance Education*, VOL. 13, No. 1, 21-39. <http://www.ijede.ca/index.php/ijde/article/view/134/411>. Accessed March 23rd, 2018.

⁶ Martha Daugherty-Barbara L. Funke, University Faculty...

own pace, review lecture notes, and never lose the course syllabus.⁷ Additionally, Web-based instruction allows students to work a pace that is more comfortable – some students work faster than their peers while others may wish to take longer.⁸ This advance of technology really helps English teachers for succeeding in English learning. Teachers can serve much additional instruction and information using Web. Teachers may serve reading materials or audio recording for students' practicing listening. Teachers may give quizzes to train students writing or other skills that can be additional materials or tests for students besides in the classroom.

Based on the preliminary data, researcher found four schools of senior high school level in Sidoarjo where ELT teachers conduct the online classroom via Web to be an additional instruction for the students. Moreover, it was confirmed to the students from different senior high schools that most of their ELT teachers only deliver the material in the traditional classroom only. And there was information that some teachers use Whatsapp or Line to tell the students when there is a new assignment. That is why the researcher prefers to conduct the research in Sidoarjo in order to explore the information related to the ELT teachers who have experience in delivering Web-based instruction.

Quipper and Google Classroom are the webs that support teaching and learning process in those four schools in Sidoarjo. Teachers deliver Web-based instruction besides the face-to-face classroom by giving materials and quizzes. Students said that they can access the materials from the teachers easily, and they also can check the materials many times. However, they also complain that the materials from the teachers are more than usual, so they need to read more. Students also feel being helped from the quizzes in the Web

⁷ A.K. Aggarwal-Regina Bento, "Web-Based Education"... 65

⁸ Norman Mathew-Maryanne Dohery, "Using the World Wide Web to Enhance Classroom Instruction", Peer-Reviewed Journal on the Internet, Volume 5, Number 3 – 6 March 2000, <http://www.firstmonday.dk/ojs/index.php/fm/article/view/732/641>, accessed on 25th March 2018

because they can check the correct answer directly. Additionally, it helps them in learning by their own pace.

From preliminary research, which the researcher interviewed students and confirmed to the principle of each school, there are some information related to the using of Web-based instruction method and the teachers who have experience in delivering it. The teachers have experience in delivering Web-based instruction for some periods, but they do not deliver Web-based instruction again started from this year. Additionally, another information from the institution that the teacher moved to another Web to deliver the teaching.

From those problems, there are some possibilities cause them. In the preliminary research, the institution stated that the school cannot serve the teacher a good access to conduct online teaching. There is not enough facilities and access that can be used by teachers to deliver Web-based instruction (WBI) to the students. Another cause is teachers need to pay to conduct the WBI using certain Web. Moreover, teachers' capability in operating the technology and the Web is still low, so they cannot conduct WBI. That is why the problems should be explored and discussed for integrating technology, especially WBI in English learning process to create new innovation and motivation for the students to learn more about English.

Web-based instruction is part of e-learning. In a research entitled "*Issues and Challenges of Using E-Learning in a Yemeni Public University*"⁹, it is discussed about the challenge in using e-learning at public university in Yemen. Some challenge points are mentioned in this research including technical support, social and cultural support of e-learning, financial support for instructors and faculty members, etc. The difference with my research is that this research is wider for learning process, meanwhile my research is focus to the online classroom via web called Web-based instruction.

⁹ Hanan Aldowah, et al., "Issues and Challenges of Using E-Learning in a Yemeni Public University", *Indian Journal of Science and Technology*, Vol 8(32), DOI: 10.17485/ijst/2015/v8i32/92160, November 2015.

Besides E-learning, research about Web-based instruction is also discussed in research entitled “*The Effect of Web Based Instruction on Students’ Web Pedagogical Content Knowledge, Course Achievement and General Course Satisfaction*” which purpose to determine the effect of Web-based instruction on students’ web pedagogical content knowledge, academic achievement and the general satisfaction of the course. And “*Web-Based Instruction: Instructor and Student Problems*” which purpose to know students and teachers’ problems in implementing Web-Based Instruction, especially in comparing between traditional classroom and online learning. Both of those researches are about Web-based instruction, but they focus on the effect and comparison between traditional classroom and online learning. Meanwhile, my research is about teachers’ challenges in delivering Web-based instruction.

B. Research Questions

In relation to the description of the background and the previous studies above, the problems of the study can be formulated as these following questions:

1. What are ELT teachers’ challenges in delivering Web-based instruction for senior high school level in Sidoarjo?
2. What are ELT teachers’ ways in dealing with the challenges in delivering Web-based instruction for senior high school level in Sidoarjo?

C. Objective of the Study

1. To know the ELT teachers’ challenges and the problems in delivering Web-based instruction for senior high school level in Sidoarjo.
2. To explain the ELT teachers’ ways in dealing with the challenges in delivering Web-based instruction for senior high school level in Sidoarjo.

D. Significance of the Study

Every research that was done may have good information and result in for many parts. And this research is expected to serve contribution to educational area, especially in English teaching and learning process. There are some significances that can be given from this research:

1. For ELT teachers, the information of challenges is expected to be references as the common challenge for ELT teacher in delivering Web-based instruction. Moreover, the data of the ways in dealing with the challenges are beneficial for teacher's preparation in developing themselves in delivering web-based instruction. Additionally, those results are expected for ELT teachers who have not conducted as motivation to serve online classroom.
2. For institutions, as the benefits of delivering web-based instruction, institutions need to support and guide the teachers, especially ELT teachers in applying the Web as online classroom. Institutions can help teachers to deal with the challenges that are faced by the teachers in implementing web-based instruction.
3. For future research, this research is expected to enrich literature about teachers' delivering of web-based instruction in teaching practice. And this research can be a reference for other researchers who want to conduct further research on the similar topic.

E. Scope and Limitation of the Study

The scope of this research is investigating ELT teachers' challenges and the ways in dealing with the challenges in delivering Web-based instruction. The object that is researched is about the challenges that are faced and the way to deal with the challenges by ELT teachers in delivering Web-based instruction for senior high school level. After getting information about the challenges of ELT teachers in delivering Web-based instruction, researcher discussed the ways ELT

teachers can manage and solve their challenges in delivering Web-based instruction.

This research is limited for the ELT teachers' challenges and the ways to deal with the challenges in delivering Web-based instruction at senior high school level in Sidoarjo. The subjects are ELT teachers from three senior high school level in Sidoarjo who have experience in delivering Web-based instruction in the learning process. And this research is only limited to analyse the challenges in delivering web-based instruction for two Web classroom, Quipper and Google Classroom. Researcher conducted interview to the subjects to get data about the challenges that are faced by ELT teachers in delivering web-based instruction and the ways ELT teachers overcome their challenges during delivering it and analyse it based on the theories.

F. Definition of Key Terms

To make the detail information about the keys which are related to topic in this research, so the information is explained below:

1. **ELT Teacher:** English language teaching (ELT) is the teaching of English as a second or foreign language.¹⁰ ELT teachers is contraction from English Language Teaching teachers. ELT teachers are focus to English lesson which are demanded to conduct the learning process become active and enjoyable for the students. And ELT teachers in this research are English teachers who teach in senior high school level and have experience in delivering web-based instruction.
2. **Web-Based Instruction:** Khan stated that “Web-based instruction (WBI) is a hypermedia-based instructional program which utilizes the attributes and resources of the World Wide Web to create a meaningful learning environment where learning is fostered and supported.”¹¹ In

¹⁰ Bill Johnston, “Values in English Language Teaching”, (New Jersey: Lawrence Erlbaum Associates), 2008, 1

¹¹ Badrul Huda Khan, *Web-based Instruction*, (United States: Educational Technology Publications, 1997), 6

this research, Web-based instruction is the online process of teaching and learning via Web. The online classroom via Web here is integrated with face to face classroom, for the example via Edmodo, Quipper, Schoology, or Google Classroom. Teachers can use web-based instruction to deliver materials, giving quizzes, even give more information related to the learning process outside of the classroom.

3. Challenge: According to Tonybee, challenge is something difficult which requires great effort and determination, something that tests strength, skill or ability.¹² In this research, challenge is ELT teachers' difficulties in delivering Web-based instruction, which it needs strategies to face it.
4. Teachers' Challenges of Web-Based Instruction: The challenges in delivering Web-based instruction are divided into two, challenges for students and challenges for teachers. However, the focus in this research is ELT teachers' challenges. The challenges that are discussed are about the support of technology, learner engagement, and motivation

¹² Arnold Tonybee, *A Study of History*, (London: Oxford University Press, 1987). 125

CHAPTER II

LITERATURE REVIEW

A. English Language Teaching

1. ELT Teacher

According to Bill that English language teaching (ELT) is the teaching of English as a second or foreign language.¹³ It means that ELT is teaching process of English as the focus for second or foreign language. English language teaching (ELT) has close relation to the English as second language (ESL), English as a foreign language (EFL), English as a new language (ENL), English to speakers of other language (ESOL), English as an additional language (EAL), teaching English as a foreign language (TEFL), etc.¹⁴

The role of English in the nation is influenced by the geographical location, political influence, and the cultural factor.¹⁵ The second and foreign language's distinction are not really clear. Meanwhile, the foreign language is taught in school, but does not have the essential role for the social life and the national itself because people tend to use the local language.¹⁶ Furthermore, Indonesia is part of English in second language because the average citizen does not really need English the social's interaction in daily life.¹⁷ By in this case, ELT teacher needs understand the situation in the area to teach English that is relevant in everyday circumstance.¹⁸

2. ELT Teacher' Roles

¹³ Bill Johnston, *Values in English Language Teaching*, (New Jersey: Lawrence Erlbaum Associates, 2008), 1

¹⁴ Bill Johnston, *Values in English...* ix

¹⁵ Geoffrey Broughton et.al, *Teaching English as a Foreign Language*, (New York: Routledge, 2003), 7

¹⁶ Geoffrey Broughton et.al, *Teaching English...* 6

¹⁷ Geoffrey Broughton et.al, *Teaching English...* 6

¹⁸ S. Archana - K. Usha Rani, "Role of A Teacher in English Language Teaching (ELT)", *International Journal of Educational Science and Research*, Vol. 7, Issue 1, Feb 2017, 1

Based on Harmer in his book that ELT teacher has many roles in the classroom during the activities and the roles to enhance the learning process. The roles purposed to help students to learn and facilitate students in each progress.¹⁹ The roles stated in the book are teacher as a controller which has a charge in the activity where students are working on, organizer to organize students to do various type of activities; assessor as person who correct, grade, and offer feedback to the students; prompter to support students to run the activities, participant as the part of joining the activities with students; resource to help students by the guide to get some information as they need; tutor as the combination of prompter and resource; observer to observe the students' activities in order to give the appropriate feedback.²⁰

3. ELT Teacher's Roles in Web-based Education

In Web-based education, based on Aggarwal and Heuer that the teacher's roles are that of a facilitator, mentor and coach, and a communicator.

- a. As a facilitator, the teacher needs to know how to facilitate discussions in small groups, keep students' task-oriented and move them toward some sort of consensus.²¹ The discussion served by the teacher compiles both students' engagement to the work and act the agreement as the result of the discussion. As a facilitator, teacher is as the guide which being online guide. Teacher must facilitate the students to develop online participation and success to join the online classroom.²² Teacher serve students to be active in discussion with well-timed and well-turned

¹⁹ Jeremy Harmer, *The Practice of English Language Teaching*, (Edinburg: Pearson Education), 2001, 57

²⁰ Jeremy Harmer, *The Practice...* 58

²¹ A.K. Aggarwal-Regina Bento, "Web-Based Education", in Mehdi Khosrow-Pour (Ed.), *Web-Based Instructional Learning* (London: IRM Press), 2002, 73

²² Barbara P. Heuer-Kathleen P. King, Leading the Band: The Role of the Instructor in Online Learning for Educators, *The Journal of Interactive Online Learning*, Volume 3, Number 1, Summer 2004, 7

comments and engage them to the activities in the online classroom.

- b. As a mentor and a coach, the teacher should monitor and advise students on their progress, provide one-on-one counseling and offer prompt and serve feedback. In some cases, teacher needs to serve the full-time service when students ask help on any topic.²³ The teacher must be available as students' need to guide them in the learning process. Even in the online classroom, students may need some help as the face-to-face classroom. Furthermore, The role as a coach is to encourage the students as individuals and create a team of learners.²⁴ Teacher needs to prompt students to make them motivated during online activities.
- c. As a communicator, the teacher has this role as the main role stated by many responses as Heuer's research. Related to teacher as a communicator is a teacher who communicates before the class begins, who activates communication and collaboration for the students and their peers, who give critical feedback and responds directly.²⁵ A communicator teacher needs to create the online learning to be active for students to communicate each other. Moreover, the respond and feedback served from teacher helps students during the online classroom.

B. Web-Based Instruction

1. Definition of Web-Based Instruction

Web-based instruction (WBI) is part of e-learning used by instructors in the learning process. Khan stated in the book that WBI is defined as “an innovative approach to delivering instruction to a remote audience, using the Web as the medium”.²⁶ WBI can be applied for a distance

²³ A.K. Aggarwal-Regina Bento, *Web-Based Education...*, 73

²⁴ Barbara P. Heuer-Kathleen P. King, *Leading the Band: The Role of the Instructor...* 7

²⁵ Barbara P. Heuer-Kathleen P. King, *Leading the Band: The Role of the Instructor...* 7

²⁶ Badrul Huda Khan, *Web-based Instruction*, (United States: Educational Technology Publications, 1997), 5

education model or as a supporting media for teacher-led classroom.²⁷ Those mean that Web is optional medium to deliver instruction in remote place as distance learning. And the using of Web as online instruction in distance learning as the substitution of teacher in the classroom.

However, besides the use of Web-based instruction is for the remote audience as distance learning, Web-based instruction can be part of the conventional classroom. Institution often integrates Web-based learning with conventional, face to face teaching.²⁸ ELT teachers at senior high school in Sidoarjo use Web as the supporting media which integrate the using Web besides of conventional classroom.

Besides that, Khan also stated that Web-based instruction (WBI) is a hypermedia-based instructional program which utilizes the attributes and resources of the World Wide Web to create a meaningful learning environment where learning is fostered and supported.²⁹ As the role of Web is the supporting tool for teachers, teachers collect more resources and materials to create an innovative learning process. Moreover, according to Susan, “WBI can be used to perform basic support functions such as providing a repository of student resources such as a course syllabus, assignments, and instructor notes.”³⁰ ELT teachers can serve some materials, quizzes, and assignments in Web classroom to support the learning process after the classroom meeting.

2. The Advantages of Delivering Web-Based Instruction

Norman and Maryane mentioned that there are a number of reasons why a teacher might choose to use Web-Based Instruction, including:³¹

²⁷ Norman Mathew-Maryanne Dohery, *Using the World...*

²⁸ Judy McKimm, et.al, *Web Based Learning...* 871

²⁹ Badrul Huda Khan, *Web-based Instruction...* 6

³⁰ Susan Sharpless Smith, *Web-Based Instruction: A Guide for Libraries*, (United States: American Library Association, 2006), 8

³¹ Norman Mathew-Maryanne Dohery, *Using the World...*

- a. enhancing student learning;
- b. spending more time with students working in small groups or one-on-one;
- c. reducing repetitive teaching tasks;
- d. reducing paper flow and management, and;
- e. providing improved instructional materials.

The advantage of delivering Web-based instruction according to Mehdi is that students can access the Web anytime and anyplace as the flexibility of delivering it outside the class.³² It means that the using of Web-based instruction is very flexible and easy to be accessed by students because they can check and open it anytime and everywhere that they want. Moreover, Aggarwal stated another advantage of Web-based instruction is that students are also able to check the lecture notes and the syllabus from the Web.³³ that statement means that teachers can put the notes and the syllabus in the Web to ease students to access them.

Teachers may need to know students' need based on the content of the learning process. The using of delivering instruction by Web can help students to review the materials and contents. It is supported by Norman statement in the journal that:

“When used as an instructional tool, the Internet has the potential to meet the needs of a variety of students by presenting instructional materials to them in different ways, including a traditional linear form; or, with the addition of illustrations, video clips, and even sound, in such a manner that students can review or move ahead through content.”

³² A.K. Aggarwal-Regina Bento, *Web-Based Education...* 65

³³ A.K. Aggarwal-Regina Bento, *Web-Based Education...* 65

C. Teachers' Challenges in Delivering Web-Based Instruction

1. Technological Support

The using of Web as the medium to deliver online instruction to the students is related to the using of technology. ELT teachers who deliver the web-based instruction need to have many technological aspects in supporting them to deliver it. The ELT teachers' capability in managing the Web classroom may be teachers' challenge as explained below.

Shirley stated in his book that higher education staff needs new IT and information skills.³⁴ ELT teachers should not get left behind in developing IT skills, including of the using internet and the computer or mobile phone as the media the media to access online classroom. Moreover, based on Hakan research that not all teachers are capable of operating technology and applying website, so teachers need to learn more to use it.³⁵ Teachers will operate the technology well if they are familiar and having an understanding about it.³⁶ So, when teachers often use Internet and the computer, teachers will be familiar to operate the technology and conduct online classroom.

In conducting online classroom via Web, ELT teachers may face challenges in the Web management. Based on Garrison and Vaughan's book, the features that should be understood to manage web are followed:³⁷

³⁴ Shirley Bach, et al., *Online Learning and Teaching in Higher Education*, (New York: McGraw Hill Open University Press), 2007, 17

³⁵ Hakan Tuzun, "Web-Based Instruction: Instructor and Student Problems", *Annual Proceedings of Selected Research and Development and Practice Papers Presented at the National Convention of the Association for Educational Communication and Technology*, vol. 1-2, 2001, 464

³⁶ Dennis Adams-Mary Hamm, *Demistify Math, Science, and Technology Creativity, Innovation and Problem Solving Second Edition*, (United Kingdom: Rowman & Littlefield Education, 2013), 124.

³⁷ D. Randy Garrison-Norman D. Vaughan, *Blended Learning in Higher Education: Framework, Principles, and Guidelines*, (San Fransisco: Jossey-Bass), 2008, 183

- a. Course content: Adding and revising course content (announcements, course information, course documents, linking to external resources such as digital learning objects)
- b. Tools—Communication and collaboration features, digital drop box, course calendar
- c. Assessment features: Online testing and survey tools, online grade book and course statistics

Anyone can access the information and resources from around the world anywhere she or he is staying as long as there is internet connection connected to the laptop. In this case, internet connection is the requirement to access the data from the internet. Even the resources accessed can improve the motivation and knowledge, but the file size and transfer speed are limited factors. Limited connection affects the performance of the data because when the connection is low, the sources will be slow to be accessed. As the result, the limited connection can make WBI less efficient and less effective.³⁸

2. Learner Engagement

Students' factor needs to be considered by ELT teachers in delivering web-based instruction. Having students involved the class discussion and completed the task are not as easy task. Most students prefer to study alone, they hardly respond to the class discussion.³⁹ In addition to the lack of participation in class discussion, most of them also do not send any response to their instructor. Teachers cannot leave the students to the next online instruction when they have not completed the assignments. Furthermore, Walker and friends' book contained that the greatest challenge in delivery mode is to maximize successful learner engagement, whether with fellow students, teaching staff members, content, context, or the educational technologies being used to provide the

³⁸ Badrul Huda Khan, *Web-based Instruction...* 12

³⁹ Hakan Tuzun, *Web-Based Instruction...*, 464

instruction.⁴⁰ The aspects that challenged learner engagement:⁴¹

- a. The Student factors – Several students noticed that full engagement with the materials took considerable time. The point of the challenge is from the students when they are not attracted to take the materials served by the teacher.
- b. Technical issues– The technical expertise required by students to participate was low, with students needing only to download the materials and to use the discussion forums. This caused students do not familiar to the Web and the connection does not support them in engaging to the online classroom.
- c. Pedagogical matters – Several students noted difficulties with the asynchronous discussion forum and lack of real-time discussion with peers and staff members and felt that this affected engagement and motivation.

3. Motivation

The term motivation is related to the factors that influence people to behave in certain ways.⁴² Javaid stated in Akuoko's article that teacher's motivation is important because it is correlated with the quality of education. Teacher motivation could be referred to factor of school system, however, if it does not fit with the teacher will cause low performance, stress, discontent, and frustration. ELT teachers who do not have the motivation to conduct online classroom, it will affect to the process of delivering web-based instruction. Moreover, all of those effects

⁴⁰ Linda De George, et.al., "Experiences and Perceptions of Learner Engagement in Blended Learning Environments: The Case of an Australian University" in *Cases on Online and Blended Learning Technologies in Higher Education*, ed. Yukiko Inoue (United States: Information Science Reference), 2010, 24

⁴¹ Linda De George, et.al., *Experiences and Perceptions...* 33

⁴² Kofi Osei Akuoko, et.al., "Teacher Motivation and Quality Education Delivery: A Student Public Basic Schools in Tamale Metropolis in Ghana", *International Journal of Social Science & Interdisciplinary Research* Vol.1 Issue 12, December 2012, 32

decrease classroom effectiveness and student quality output.⁴³

Cornell and Martin view motivation as the term interest, attribution, curiosity, and aspiration are included. They stated that motivation is individual difference which is especially challenging to consider when designing web-based instruction.⁴⁴ The reasons for the teachers having the lack of motivation are:⁴⁵

- a. The teacher has been given inadequate time to obtain new skills to deliver web-based instruction. Institution does not ask enough preparation for teachers in conducting online classroom.
- b. The teacher is techno-phobic. It defines as the fear of technology which being the discouraging factor that obstructs the successful application of technology in any field.⁴⁶ According to Weir in Bollentin's book, the reasons for people suffering from technophobia are that they found technology intimidating, and they are anxious of the change in environment in which they live and work.⁴⁷
 - a. No reason to adapt new methods, "I see no reason why I should have to adapt new methods to teaching what I know works... after all, the students learn the material. Besides, I tried using technology once and everything went wrong."

⁴³ Kofi Osei Akuoko, *Teacher Motivation...* 32

⁴⁴ Richard Cornell-Barbara L. Martin, "The Role of Motivation in Web-Based Instruction" in *Web-based Instruction*, ed. Badrul Huda Khan (United States: Educational Technology), 1997, 93

⁴⁵ Richard Cornell-Barbara L. Martin, *The Role of Motivation...* 98

⁴⁶ Ali Asghar Yousefi Azarfam – Yalda Jabbari, "Dealing with Teachers' Technophobia in Classroom", *Advances in Asian Social Science*, Vol.2, No. 2, 2012, 452

⁴⁷ R. Bollentin, *Byting back: is technophobia keeping you off the Internet? on the Internet*, (New York: Routledge), 1995, 12

D. Ways to Deal with the Challenges

From those three aspect challenges explained above, ELT teachers need to do some ways to face the challenges. The possible ways that can be applied in dealing with the teachers' challenges are explained as follow:

1. Technological Support

The technological support challenges that are previously explained need to be considered in order to decrease them. The training and facilities that are served by the institution can be the ways to deal with the technological support challenges.

a. Training for teachers

When teachers serve the online classroom, challenges may be faced in certain points. The challenge will be managed when the institutions provide ELT teachers with adequate technological and pedagogical training and resources.⁴⁸ Teachers will be helped to operate the technology when the institution serves a training about the using of the Web classroom to the ELT teachers. Teachers felt a need for computer training, which most of them did not get.⁴⁹ So, the training that is gotten by the ELT teachers can be the reference to deliver web-based instruction.

Besides training for the teachers, the aspect that can help teachers is about the facilities. The statement of Cornell shows that if institution asked teachers to conduct online classroom via Web, the institution has served facilities to help teachers in teaching.⁵⁰ Additionally, institution may have

⁴⁸ A.K. Aggarwal-Regina Bento, *Web-Based Education...* 72

⁴⁹ Ali Asghar Yousefi Azarfam – Yalda Jabbari, *Dealing with Teachers' Technophobia...* 453

⁵⁰ Richard Cornell-Barbara L. Martin, *The Role of Motivation...* 99

development center or office of the instructional resources and the experts to assist the teachers.

2. Learner Engagement

To engage students for the web classroom is being one of the challenges faced by ELT teachers. ELT teachers need to attract students in involving to the web-based instruction to succeed the process. By those challenges, possible ways to engage students are below:

a. Creating asynchronous communication and synchronous interaction

A highly interactive learning environment can be created using Web tools such as threaded discussion boards, forums, document sharing, message centers, bulletin boards, e-mail and others for asynchronous communication and online chat rooms for synchronous interaction.⁵¹ When teachers have problem in interacting with students, creating those tools in Web can help teachers. Teachers can try to use asynchronous and synchronous communication from Web. Posting asynchronous messages to students specifically aimed to foster conversation.⁵² Asynchronous communication allows for time-independent interaction, whereas synchronous communication allows for live interaction.⁵³

b. Doing face-to-face classroom discussion

Doing face-to-face talk with the students will be more helpful to solve the problems.⁵⁴ Teachers think that knowing students personally

⁵¹ A.K. Aggarwal-Regina Bento, *Web-Based Education...* 69

⁵² Paul G. Shotsberger, "Emerging Roles for Instructors and Learners in the Web-Based Instruction Classroom" in *Web-based Instruction*, ed. Badrul Huda Khan (United States: Educational Technology), 1997, 102

⁵³ Badrul Huda Khan, *Web-based Instruction...* 11

⁵⁴ Hakan Tuzun, *Web-Based Instruction...* 464

important to get feedback from the teachers. It helps teachers in monitoring the students' process. Teachers can do face-to-face discussion to strengthen and review the last activities in the web classroom.

- c. Harasim and Eastmond theory in having better communication and interaction

Harasim and Eastmond theory which is in Khan's book suggested ways in having better communication and interaction:⁵⁵

- 1) Publishing preliminary materials that stress student's involvement frequency to heighten interactivity. The information of the materials will help them to be attracted to the course.
- 2) Communicating one-on-one with students to encourage interaction or ask about difficulties. Students can interact directly to the teacher related to the things that confused them.
- 3) Using smaller work groups to accomplish tasks, avoiding the wide monitor to students on large group format for meetings and discussions.

3. Motivation

To build ELT teachers' motivation in delivering web-based instruction, there are some ways in fostering it. According to Richard and Barbara in their book, there are some ways to motivate and attract teachers to use Web-based instruction method:⁵⁶

- a. Preparing the course earlier

Seek the opportunity to redesign the course well ahead of the time it is due to be taught. Teaching

⁵⁵ Paul G. Shotsberger, *Emerging Roles...*102

⁵⁶ Richard Cornell-Barbara L. Martin, *The Role of Motivation...* 98

using Web is different with the face-to-face teaching in the classroom. Instructor needs to acquire the new teaching skills in order to be ready in teaching using Web including prepare for collecting the sources to be delivered to the Web and integrate them into the course design.

b. Realizing the Web taking more time

Realize that using the web to deliver instruction will take more time, not less compared with the face-to-face or traditional classroom. Delivering instruction and communicating with the students need more time for instructor to manage them.

c. Asking guidance

Identify who among the students is skilled in using the web for other purposes and let them assist. Instructor can show the Web into the class and all students with the teacher will learn together to see the new method of instruction. Moreover, find others who have also been asked to teach via the web. Join with the other instructors to get new information related to the Web. Ask guidance from their teaching experience so far in using the Web.

E. Previous Studies

1. Halil Ersoy entitled “*Blending Online Instruction with Traditional Instruction in the Programming Language Course: A Case Study*”, A Thesis as the Requirement for the Degree of The Middle East Technical University, 2003. This research discussed students’ perception of the web-based learning environment in the blended learning environment in case of web-based instruction, online collaborative learning, and the online instructor. The research is conducted in Programming Language II Course that was traditional face-to-face instruction and supported with web in delivering as blended learning. The result

showed that the students' perceptions about web-based instruction and online instructor were positive, but online collaborative learning perceptions are about neutral. In compare with my research, this research is focus on the students' perception of web-based learning, however, my research is focus on teachers' challenges in web-based instruction.

2. Tatana M. Olson and Robert A. Wisher, "*The Effectiveness of Web-Based Instruction: An Initial Inquiry*", *International Review of Research in Open and Distance Learning Volume 3, Number 2*, 2002. The results of students' outcomes such as learning, performance, and satisfaction in the using of Web-based instruction are compared to conventional classroom instruction in order to determine which method is "better". In this article, researcher reviews the historical findings of CBI as an appropriate benchmark to Web-based instruction. In addition, researcher reviews 47 reports of evaluations of Web-based courses in higher education published between 1996 and 2002. A tabulation of the documented findings into eight characteristics is offered, along with the assessments of the experimental designs, effect sizes, and the degree to which the evaluations incorporated features unique to Web-based instruction.
3. Evelyn H. Thrasher, et al., "*Web-based Versus Classroom-based Instruction: An Empirical Comparison of Student Performance*", *Journal of Instructional Pedagogies*. This research aimed to compare student performance between classroom-based instruction and web-based instruction. The participants were undergraduate students which included 878 students. 415 students of all completed the course in classroom-based instruction (CBI), and 463 students have completed the online course (WBI). The researcher used t-test to compare the means on ten spreadsheet projects. Although the hypothesis that students in an online class will perform better than in a traditional classroom on procedural tasks, the results indicate that in

six out of ten spreadsheet projects, performance was equal across both delivery methods.

4. Jarmila Potomkova, et al., “*Web-based Instruction and Its Impact on the Learning Activity of Medical Students: A Review*”, *Biomed Pap Med Fac Univ Palacky Olomouc Czech Repub.* 2006, 150(2):357–361. This review aimed to summarize the experience on implementation of information technology to support the teaching and learning process in medicine. Researchers searched MEDLINE via PubMed using MeSH term “computer-assisted learning” between 1996 and 2005. The studies dealing with implementation and evaluation of web-based tutorials in medical education were selected for inclusion in the review. And the conclusion is computer-assisted instruction since its beginnings more than 30 years ago. Students prefer Web tutorials to traditional lecture-based classes for their accessibility, ease of use, freedom of navigation, high medical image quality and an advantage of the repeated practice.
5. Margaret Bernard-Thompson Cummings, “*Integrating Web-Based Instruction and Classroom Teaching: Case Studies from the Caribbean*”, *Proceedings of the IASTED International Conference, Computers and Advanced technology in Education, June 30-July 2, 2003*. This paper explains an integrated instructional model for integrating web-based instruction and classroom teaching in educational institutions in the Caribbean. The result shows that the pass rate of students each year increased from 86% to 96% in having web-based course integrated with classroom teaching.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is qualitative descriptive research using interview. Qualitative research means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.⁵⁷ In Qualitative research, the researcher seeks to establish the meaning of a phenomenon from the views of participants.⁵⁸ The qualitative method is used to investigate and explain the challenges that are faced by ELT teachers in delivering Web-based instruction and the way to overcome the challenges in delivering it. The challenges faced are the phenomenon occurred to ELT teachers which is suitable with this qualitative research design.

Data collection methods of qualitative research are observational methods, in-depth interviewing, group discussions, narratives, and the analysis of documentary evidence.⁵⁹ Meanwhile, this research used an interview to four ELT teachers at Senior High School level in Sidoarjo who have experience in delivering Web-based instruction in the learning process.

B. Researcher Presence

The role of the researcher in this research is as an interviewer. The researcher collected the data by doing interview, so the researcher came to the participants and asked some questions based on the interview guideline (see Appendix 1). Additionally, the researcher had come to the principle of the school, so that the participants knew the purpose of the interview and the role of the researcher.

C. Research Location and Subject

This research was conducted at four senior high school level in Sidoarjo. The schools which were included as

⁵⁷ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, (United States of Amerika: SAGE Publications, 2009), 22

⁵⁸ John W. Creswell, *Research Design...* 33

⁵⁹ Jane Ritchie – Jane Lewis, *Qualitative Research Practice*, (Great Britain: SAGE Publications, 2003), 3

the research location were SMAN 1 Sidoarjo, SMKN 1 Sidoarjo, SMKN 2 Buduran, and SMK Plus NU Sidoarjo. All of them are schools in senior high school level in Sidoarjo that have a role in delivering conducting online classroom via Web or called web-based instruction.

Specifically, the participants or the subjects are four ELT teachers in Senior High School level in Sidoarjo who have experience in delivering Web-based instruction in the learning process. The subjects are four ELT teachers from SMAN 1 Sidoarjo, SMKN 1 Sidoarjo, SMKN 2 Buduran, and SMK Plus NU Sidoarjo. The researcher took those four ELT teachers as the interviewees because they are conducting Web classroom to deliver web-based instruction as the supporting instruction of face-to-face classroom.

D. Data and Source of Data

1. Data

The researcher collected the data by conducting interview for the participants as the main data of this research. The purpose of the interview is to collect the data about ELT Teachers' challenges in delivering Web-based instruction and the ways to deal with the challenges in delivering Web-based instruction. It means that the interview is the method in answering the first and second research questions. Furthermore, the researcher came to each of the participants to conduct the interview. And the answers from all of the participants were collected and will be analyzed. Additionally, the researcher took documentation in the Web and some aspects which support the data.

2. Source of Data

The source of data was gained from the subjects of this research by conducting the interview as data collection. The subjects are four ELT teachers at Senior High School level in Sidoarjo who have experience in delivering Web-based instruction in the learning process. The data was also from inside of the Web classroom as the documentation to be supporting data of the interview.

E. Research Instrument

For supporting the data collection which is interview, researcher used interview guideline. Researcher used interview guideline developed based on several theories for conducting interview to do this qualitative research (see Appendix1). Researcher recorded the interview section for saving the proof of the data.

“Interviewers need to consider how the interview will improve the human situation (as well as enhance scientific knowledge), how a sensitive interview interaction may be stressful for the participants, whether participants have a say in how their statements are interpreted, how critically the interviewees might be questioned, and what the consequences of the interview for the interviewees and the groups to which they belong might be.”⁶⁰

Researcher used interview guideline to answer the first and second research question. Researcher collected answers data from the subjects about their challenges in delivering Web-based instruction and the ways based on their experiences in dealing with the challenges that are faced. The interview guideline was made by looking at the theories stated in the literature review. The points that were developed into interview guideline are technological support, communication with students, and motivation.

The instrument was made with some consideration from the theories that have been stated in the literature review and also validated by the expert. In this case, the expert was the lecturer of English Teacher Education Department.

F. Data Analysis Technique

The researcher analyzed the data that has been collected in descriptive qualitative approach. The data was collected through interview. Afterward, the data are presented

⁶⁰ John W. Creswell, *Research Design...* 95

in the form of description. Miles and Huberman stated in the book three procedures to analyze the qualitative data:

1. Data reduction

This refers to reducing and organizing of the overload data from qualitative data process – interview transcripts, observations, field notes, etc. –. In this step, researcher discards all irrelevant information. Although the data is reduced, the complete data still can be accessed if required unexpected findings may be needed later.

2. Data display

To draw conclusions from the mass of data, Miles and Huberman suggests that a good display of data in the form of tables, charts, networks, and other graphical formats is essential. This is a continual process rather than just one to be carried out at the end of the data collection.

3. Conclusion drawing/verification

The conclusion is developed based on the data. The validation of the conclusion can be verified through reference to the existing field notes or further data collection.

The data from the interview will be analyzed by using coding. According to Miles and Huberman that codes are tags or labels for assigning units of meaning to the descriptive or inferential information arranged during a study.⁶¹ Moreover, they stated that codes are usually attached to ‘chunks’ of varying size – words, phrases, sentences or whole paragraphs.⁶² After those three analyzing qualitative data processes have done, data coding will be conducted. There are four stages in coding the data according to Miles and Huberman:

1. All statements relating to the research question are identified, and each is assigned a code, or category for technological support, learner engagement, and motivation aspect. These codes are then noted, and each

⁶¹ Matthew B. Miles-A. Michael Huberman, *An Expanded Sourcebook: Qualitative Data Analysis, Second Edition*, (United States: SAGE Publications, 1994), 56

⁶² Matthew B. Miles-A. Michael Huberman, *An Expanded Sourcebook...* 56

relevant statement is organized under its appropriate code this is referred to as open coding.

2. The researcher re-reads the qualitative data, and searches for statements that may fit into any of the categories. Further codes for detail points of the aspects showed as the different colors showed in Appendix 2. This stage is also referred to as axial coding.
3. Once the first two stages of coding have been completed, the researcher should become more analytical, and look for patterns and explanation in the codes. The interview result that is suitable with the codes are shown in Appendix 3.
4. And the last stage is selective coding. This involves reading through the raw data for cases that illustrate the analysis or explain the concepts stated in Chapter IV.

G. Research Stages

The process of this research is explained as these following stages:

1. Preliminary Research
The researcher asked students from different schools about English learning process whether the teachers use Web classroom or not. Most of the students stated that their English teachers did not use Web classroom at all, and only serve the lesson by face-to-face classroom. During the survey, some other students gave information that their English teachers use Web classroom to give materials and assignments. However, those students explained that the teachers ever skipped using the Web, and other teachers moved to different Web. Those cases attracted researcher to do the research related to ELT teachers' challenges in using web-based instruction.
2. Decide the Research Design
Before going to the research design, the researcher wrote the title and research question first. Next, the researcher described the phenomenon and limited the focus of the study. The researcher decided to design along with the outline of the research.
3. Conduct the Research

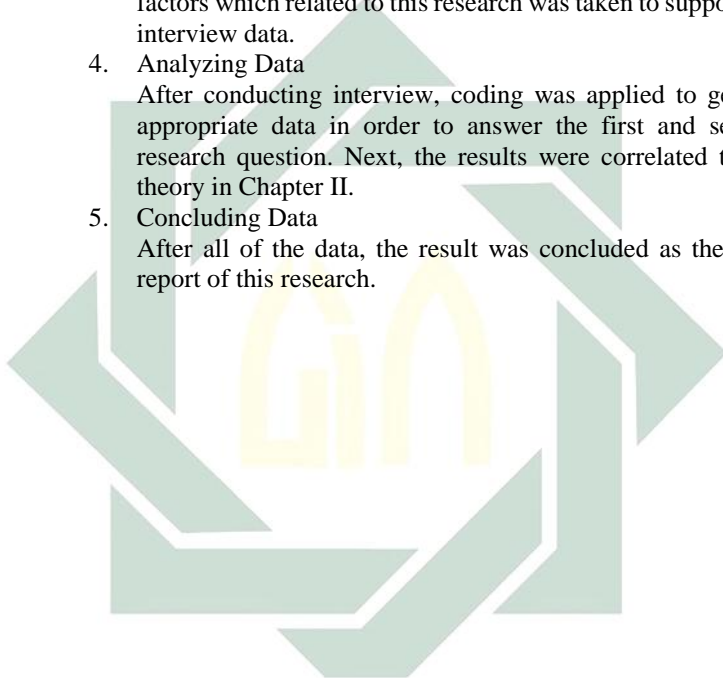
The researcher conducted interview with the ELT teachers who use Web to deliver the instruction outside the face-to-face classroom. The information about ELT teachers' experiences in delivering web-based instruction in the aspect of challenges and the ways to deal with them were collected. The documentation about the activities in the Web and other factors which related to this research was taken to support the interview data.

4. Analyzing Data

After conducting interview, coding was applied to get the appropriate data in order to answer the first and second research question. Next, the results were correlated to the theory in Chapter II.

5. Concluding Data

After all of the data, the result was concluded as the final report of this research.



CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses the finding and the discussion of the research. The result of interview answer about ELT teachers' challenges and the ways in dealing with the challenges are shown as research findings. Furthermore, the analyzed data of the interview result compared with the theories from experts in chapter II are shown as research discussion.

A. Research Findings

To find out about ELT teachers' challenges in delivering web-based instruction, this research administered interview to 4 ELT teachers. The questions in the interview consist of both open and close-ended questions. The finding will be presented into two sections including ELT teachers' challenges in delivering web-based instruction and ELT teachers' ways in dealing with the challenges in delivering web-based instruction. The result of the answers will be explained descriptively supported by the quotations as teachers' answers.

The data is gained based on the interview session to the 4 ELT teachers in the different 4 senior high schools. The teachers use 2 different Webs which 2 teachers use Quipper, and other 2 teachers use Google Classroom as the Web classroom to deliver web-based instruction to the students besides face-to face classroom. Not all of the teachers have delivered in that Web for a long time because they also the different Web in the previous. Such as the statement from T2, the teacher stated that the institution asked the teachers to use the different Webs in the certain period. This statement was stated when the researcher asked about how long the teacher used the Web classroom to deliver the web-based instruction.

“Started from 2015, 4 periods. But we always change it, as the institution wants the teachers use what kind of Web.”
(T2, Excerpt 1)

The ELT teachers have various reason why they deliver web-based instruction. Some teachers agreed that the using of online learning can control students to use their mobile phones for the beneficial activities, not only to use their phones to play the games. Moreover, the teachers also update the teaching methods to make various and interesting activities to deliver the instruction to the students by using web classroom. Besides that, the advantage to deliver web-based instruction is as the additional materials and exercises for students to enhance students' learning in English lesson. The statements below will show teacher's answer about the advantages of delivering web-based instruction.

“Teacher follows students' willing. When in the past, only using the books and assignments, the students gave low responds, little bit lazy.” (T1, Excerpt 2)

“To make students use the gadgets, not only for the games. I also use the mobile phone for learning, not only for chatting.” (T3, Excerpt 3)

The teachers were excited when explaining those reasons to deliver web-based instruction. even though there are many advantages stated by the teachers, they also faced some challenges during the process of delivering web-based instruction. The description of the ELT challenges in delivering web-based instruction and the ways in dealing with the challenges will be explained in the next points.

1. ELT Teachers' Challenges in Delivering Web-based Instruction

To get data of the first research question “What are teachers' challenges in delivering web-based instruction at senior high school level in Sidoarjo?”, researcher conducted interview to the four ELT teachers from SMAN 1 Sidoarjo, SMKN 1 Sidoarjo, SMKN 2 Buduran, and SMK Plus NU Sidoarjo who have experience in delivering Web-based instruction at senior high school level in Sidoarjo. The focus of this finding is to explore about the information from ELT

teachers' interview result about their challenges in delivering web-based instruction.

Based on the interview data, all of ELT teachers faced challenges in delivering web-based instruction in many different aspects. The information was gotten based on ELT teachers' experiences during delivering web-based instruction. The challenges that faced by ELT teachers are showed in the table in the following

Table 4.1 ELT Teachers' Challenges

Aspects	Challenges
Technological Support	1. No content feature to serve examination and assignments
	2. No notification feature to show the activities
	3. Teachers' unable to manage the setting of Web
	4. Teacher's forgetting the Web management
	5. Limited connection
Student Engagement	1. Students' being late to submit the assignment
	2. Students' not completing the assignment
	3. Students' forgetting account
Time Management	Spending time of the process to deliver instruction

The table shows that the ELT teachers have 9 challenges when they were delivering web-based instruction, and the challenges are categorized into three aspects based on the characteristics including technological support, student engagement, and time management. The further explanation of the challenges is explored in the following points. Additionally, the statements of the teachers are quoted as proofs of the findings.

To get the information about ELT teachers' challenges in delivering web-based instruction, the researcher conducted

the interview. There are eight questions on open and close-ended question interview to collect the data about teachers' challenges. The full questions can be seen in the Interview Guidelines in Appendix 1. The result answers will be stated in the following description with the statement as the proof. The complete answers can be seen in Interview Result in Appendix 2.

a. Technological Support

This aspect is categorized based on the support of the technology and the Web that can affect to the teachers' process in delivering web-based instruction. The challenges that faced by the ELT teachers in this aspect are including no content feature to serve examinations and assignments for students, no notification feature to show the activities, teachers' unable to manage the setting of the Web, teachers' forgetting the Web management, and limited connection. Each challenge will be explained as follows.

Not all of the Web have the same features and tools. But in this finding, there were two teachers who faced challenges in delivering web-based instruction in case of the web content features. T1 faced challenge because there is no content feature of the materials in Web, and T2 also stated that there is no examination content feature and notification feature in the Web. They explained when there is no content feature that they need to deliver the web-based instruction, they faced the challenges because they always needed to serve the instruction by their own writing.

"In this web no features in serving the assignment, I should write by myself. So, the little challenge is in serving assignments." (T1, Excerpt 4)

"In Google Classroom challenged me because there is no exam content." – "No notification feature, so teachers and students cannot update

the information from the teacher and questions from students.” (T2, Excerpt 5)

Figure 4.1 Feature to write the material

Managing the setting of the Web caused the teachers faced the challenges as well. Two teachers, T1 and T2 felt the setting was confusing when they were accessing the Web. T1 said when the teacher wanted to create the model of the instruction, the teacher ever failed to use it and tried again to manage it. T2 statement below shows that the teacher was confused to the setting of the class and creating the assignments. The teacher could manage the setting, but the teacher needed to try many times to finish it.

“I am still confused to some settings such as deleting the class that I do not use anymore and creating new assignments in the same class. But sometimes I can handle it when I ask and try many times.” (T2, Excerpt 6)

Even though the teacher often used it to deliver web-based instruction, but when the teacher skipped for a while, the teacher will forget some settings or features to deliver it. In this point, T4 stated that the teacher often forgot in the managing Web when the teacher did not use the Web for a certain time.

“But sometimes if I skipped for a certain time, I will forget. But when I try, I will remember it again.” (T4, Excerpt 7)

The next challenge is that teachers faced limited connection. Only two of four ELT teachers stated that they faced the challenge in data and connection for delivering web-based instruction. T2 stated that using online classroom was wasting internet data, and T4 explained that teachers cannot access the online classroom and check the students' works. The teachers also sometimes faced the use of web classroom was spending the data classes because the teachers needed to monitor many classes in the Web and give the instructions in the classes.

“This Web is spending data plan in my phone because of so many classes in it. The connection is often obstructed. Sometimes when there's no Wi-Fi, I should use my own data plan because it needs high connection.” (T2, Excerpt 8)

“If there is no internet connection, I cannot open the students' works.” (T4, Excerpt 9)

b. Student Engagement

Students' interaction and engagement affect the teachers' process in delivering Web-based instruction. Three challenges in this aspect faced by ELT teachers are students' late to submit the assignment, students' not completing the assignment, and students' forgetting account.

The first challenge, most of ELT teachers, T1, T2, and T3 stated that their students were late to submit the assignments, and some others did not complete the assignments. The cause of their students did not do assignment is because the students have not accustomed to the using of the online classroom, and they did not have the data plan to connect to the course web. Moreover, T2 gave additional reason that the students cannot finish the assignments because some of the students' families did not support them in using gadget or accessing the internet often because they are from a religious family. As a result, they could not complete the online assignments.

“It is because some challenges, students who cannot use the Web, and students who are late to submit because no connection, etc.” (T1, Excerpt 10)

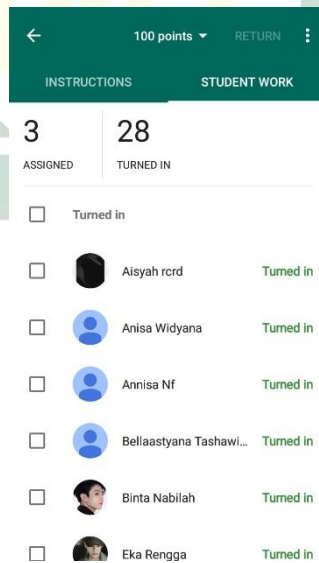


Figure 4.2 Students' Work

Only one ELT teacher stated that the students forgot the account. This case is being T3 challenge in delivering web-based instruction. The teacher ever found 10 students who forgot the account at the same time.

“Some students ever forgot the password, they were able to do the assignment in Web, but they had to meet me.” (T3, Excerpt 11)

The teacher often found the students who forgot the password even the teacher has warned them to remember the password. Even the students still be able to do the assignments, they had to meet the teacher to log in the account. That case challenged the teacher in conducting online classroom because the teacher should build student engagement and create good communication.

c. Time Management

This challenge is related to the time management of the teachers for the process delivering web-based instruction. In this case, the ELT teachers thought that delivering web-based instruction was spending time. Three teachers, T2, T3, and T4 faced this challenge. T2 stated that delivering web-based instruction need more preparation, T3 stated that collecting sources to be posted need more time, and T4 stated that delivering instruction need extra time.

“Right. Spending much time and the preparation should be more prepared.” (T2, Excerpt 12)

“Need special time for teachers to create classes in Web. Teaching 12 classes, needs an average 24 hours.” (T4, Excerpt 13)

Teachers needed extra time to teach using Web, including creating many classes and posting the materials or assignments to those classes. Another answer stated by the teacher explained that the process of uploading the assignments

required more time because the teacher should collect the data from many resources.

2. ELT Teachers' Ways in Dealing with The Challenges in Delivering Web-based Instruction

To get data of the second research question “What are ELT teachers’ ways in dealing with the challenges in delivering Web-based instruction at senior high school level in Sidoarjo?”, the researcher conducted interviews with the four ELT teachers who have experience in delivering Web-based instruction at senior high school level in Sidoarjo. The challenges that teachers faced as previously explained are being the foundation to get data about teachers’ ways in dealing with the challenges by looking at interview guideline showed in Appendix 1.

Table 4.2 ELT Teachers' Ways in Dealing with the Challenges

Aspects	Ways to deal with the Challenges
Technological Support	1. Teachers’ joining Web training
	2. Teachers’ asking guidance
	3. Institutions’ serving Wi-Fi
Student Engagement	1. Students’ messaging the teacher
	2. Teachers’ reminding students’ work
	3. Teacher’s reducing late-students’ score
	4. Teacher’s guiding students in taking back the account
Time Management	1. Teachers’ preparing the web-based instruction earlier
	2. Teacher’s managing the time to serve web-based instruction

The table shows that ELT teachers did many ways to deal with the challenges. Teachers faced the challenges stated previously by doing those ways in the table in aspect technological support, student engagement, and time management. The categorizations in the table are based on the

challenges that are faced by ELT teachers in purpose to ease the analysis and help the reader to understand the finding. The further information of the table is explained on the following points. Additionally, teachers' statements are attached to explain the data.

a. Technological Support

The challenges faced by ELT teachers in technological support are explained in the previous point. By those challenges, the findings show that the ELT teachers' ways in dealing with the challenges are joining Web training, asking guidance, and institutions' serving Wi-Fi. The teachers need to give some strategies in order to manage those challenges.

ELT teachers joined training in order to avoid the challenges in managing the Web. The training about the Web also helps the teachers to understand the using and managing the setting that are served in the Web. Not all of the ELT teachers got the Web training from the institution, the others should search some information related to the workshop or training about the Web that they use. T2 got training from the institution, meanwhile T1 and T3 joined the training by themselves.

“Yeah for all teachers, training and knowledge for us. The trainers were from IT people from this school. So, the school asked for IT team. Before the new semester started, we got the new IT training about the Web that we would use this year.” (T2, Excerpt 14)

That statement showed that the teacher got training from the institution. In that institution, the school is focused to technology-based school, so all teachers have obligation to serve the learning process using technology. As the result, the teacher got annual training from the school. In contrast, the following statement explained as one of the answers that the teachers joined the training by their own effort,

“I joined online training, I myself. Because I knew the Web was sent to Facebook and made me want to know

more. Finally, I joined, and after it, people of the Web team called me and asked me to join the group. No training served by the institution.” (T3, Excerpt 15)

Besides joining training, most teachers needed the guidance of many people to help them during the online classroom process.

“Sometimes I asked to people who are good at IT. I ever asked to students, often. I am not ashamed because sometimes students are cleverer. So, with students we are not merely as the leader, but we need them as well.”

(T1, Excerpt 16)

Teachers asked guidance not only to the teachers who have experience in using the Web, but teacher sometimes also asked to the students. Moreover, some teachers could contact the team of the Web, so they directly asked help.

Getting support from the institution helps teachers to conduct online classroom and deliver web-based instruction. Two teachers, T2, T3, T4 stated that the institution helped them in conducting online classroom by serving facility in the school.

“School gives connection in each lab, teacher’s office, and hall room.” (T3, Excerpt 17)

The statement from T3 as a representation of three answers showed that institutions serve Wi-Fi as facility to the teachers to conduct online classroom. They explained that they felt helped by the facility because they needed good access in delivering web-based instruction. In consequence, they had to serve the web-based instruction during the office hours in the school.

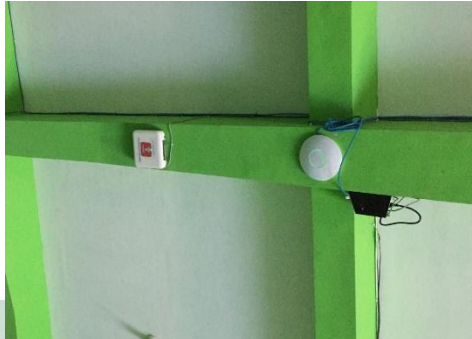


Figure 4.3 Facility from Institution

b. Student Engagement

As previously explained that the challenges in student engagement aspect appeared from the students and affected to the process of delivering web-based instruction. In this aspect, the ELT teachers need to attract and serve some ways to make students being active and more engaged to the online learning. Based on finding, the ELT teachers' ways in dealing with student engagement challenges are including allowing students to message the teacher, reducing late-students' score, reminding students' work, and guiding students in taking back the account.

Two of four teachers told and allowed students to ask or contact them directly when they faced problem about the instruction.

"Sometimes they chat me personally, some of them. Moreover, I am available 24 hours, if I have not gone to bed, I will respond to it." (T3, Excerpt 18)

This statement showed that the teacher felt pleased and welcomed to the students who wanted to ask. The teacher allowed and served 24 hours for students who needed help, in note that the teacher will respond when there is no something disturbs. The teachers allowed the students to send personally via WA and private message in the Web

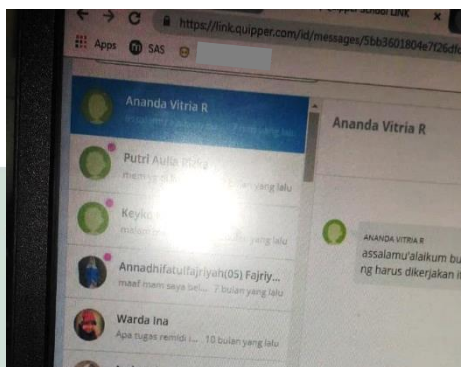


Figure 4.4 Direct Message to Teacher

Not all teachers served private chat for the students. Two of the teachers created group class to help them in communication.

“I have WhatsApp group, for discussion or comments we go to WhatsApp group because all teachers have our own class groups. So, when they asked about the assignments, they asked in the WhatsApp group.” (T2, Excerpt 19)

T2 and T3 created group class to ease the communication with the students. Additionally, the group is functioned as a reminder from the teacher to the students as well. When the students have not finished the assignments yet in the online classroom, teacher will give warn and information to those students and the whole class.

Besides serving helps to the students, the teacher also had another way to make students being more active to finish the assignment. T1 asked to the students that their score will be reduced or will be lost when they cannot finish the assignments on time as the statement below.

“The score. The score is different with the students who finished it on time. I usually put a thick for those names who have not finished. Or sometimes I did not give a score, I only gave signature.” (T1, Excerpt 20)

This way is related to the challenges faced by T3 when students forgot their password account. Students could not access the Web and the instruction in it when they lost the password. Finally, the only way students could open the account was by coming to the teacher.

“When they forget the password, I can help them, but they have to meet me. I will show the password, I ask them to see, write, and take its picture.” (T3, Excerpt 21)

Actually, the teacher had asked the students to remember the password account started at the beginning of the class, but the students still forgot about the password. Besides it, the teacher had asked students to see, write and take its picture as well to memorize and save the password.

c. Time management

Some teachers faced challenges in the extra-time for preparing the online classroom as explained before. The finding showed that T2 and T3 stated that they prepared the course earlier to conduct the online classroom.

“Of course, I have to prepare the course earlier. So, at the beginning of the class, I have delivered to the students about the Web that we use.” (T2, Excerpt 22)

That statement stated that teachers needed to prepare earlier of the online course. Teacher prepared the material/topic that will be posted in the Web and prepared the classes in the Web that being the place to give instructions.

Besides that, as T4 faced the challenge that the teacher needed almost 24 hours to deliver web-based instruction for all classes, the teacher could not conduct online classroom in every session. In consequence, the teacher also served the instruction

manually in the classroom when there was not enough time to serve web-based instruction. In this case, most of the teachers had to decide the schedule when they delivered web-based instruction to the classes.

“Giving once in two weeks, sometimes once a month” (T4, Excerpt 23)

From that statement, the teacher delivered web-based instruction as the needs of the students and the teachers. In that case, the teacher also served material besides the assignments, so the teacher needed more time to serve them for all classes in every session.

B. Research Discussion

In this discussion part, the findings were correlated with the theories stated in the Chapter II as the foundation to do this research. The aspects of teachers' challenges and the ways in dealing with the challenges are including technological support, student engagement, and time management.

Based on the data, the 4 ELT teachers that became the interviewees use 2 different Webs which are Quipper and Google Classroom. The teachers previously used the other different Webs in delivering web-based instruction, but in this research the discussion is from the experience and process in using the newest Web. The teachers moved from one to another Web because the teachers wanted to get the more convenient web classroom to deliver web-based instruction and the teacher had obligation from the institution to change the Web.

The advantages when the ELT teachers deliver web-based instruction are suitable with the theories from Norman and Maryane that it enhances students learning⁶³ because the students use their

⁶³ Norman Mathew-Maryanne Dohery, “Using the World Wide Web to Enhance Classroom Instruction”, Peer-Reviewed Journal on the Internet, Volume 5, Number 3 – 6 March 2000,

mobile phone to access the material and do the assignments. The students also feel more attracted to practice the quizzes because there is feedback and result in the Web classroom. The next advantage is Web classroom provides instructional materials⁶⁴, the ELT teachers serve materials and assignments in the web classroom besides the conventional classroom. It helps teachers to ease the learning process because teachers can ask students to get more understanding about the materials. Besides having those advantages, ELT teachers also faced some challenges in delivering web-based instruction as discussed below.

1. ELT Teachers' Challenges in Delivering Web-based Instruction

In the first research question, researcher looked for information about teachers' challenges in delivering web-based instruction. The meaning of challenge has been stated in the key term that means something difficult which requires great effort and determination, something that tests strength, skill, or ability. The challenges were identified for three aspects based on the findings including technological support, student engagement, and time management.

a. Technological Support

According to the table 4.1 showed in the finding about ELT teachers' challenges result, the challenges faced by ELT teachers in delivering web-based instruction in aspect of technological support are managing a course website and limited connection.

The first challenge is about managing a course website. Based on Garrison and Vaughan, when teachers use Web as the online teaching, teachers should understand the features and settings such as managing

<http://www.firstmonday.dk/ojs/index.php/fm/article/view/732/641>, accessed on 25th March 2018

⁶⁴ Norman Mathew-Maryanne Dohery, *Using the World...*

course content, the tools or settings inside the Web, and assessment features.⁶⁵ In this case, teacher faced the challenges in managing course material, assignment, and the setting. As we know that not all of the course websites have the same features. The ELT teachers use Quipper and Google Classroom which they have different features, so the challenges in managing course material and assignment appear because the Web does not serve the feature. Teachers felt challenged because they needed to upload from the resource that they collected by themselves and wrote the materials or assignment manually in the Web as the statements of Excerpt 4 and 5. Notification feature is needed by the ELT teachers as well to remind the students about the activities inside of the web classroom.

Besides ELT teachers faced challenges from the content feature to write the materials and assignments, and notification feature, some teachers also felt challenges in handling the setting of the Web. Teachers were still confused of the setting that is available in the Web, such as in the process of making the classes and process in creating materials and assignments. Teachers tried to handle the setting by themselves, however, they could forget when they did not use the Web in quite long time. It challenged teachers because the teachers needed to recall about the using and managing the setting.

The next challenge related to technological support is about internet connection. All of the teachers stated in the interview session that they needed good internet connection to access the online classroom. As Khan statement that anyone can access source from

⁶⁵ D. Randy Garrison-Norman D. Vaughan, *Blended Learning in Higher Education: Framework, Principles, and Guidelines*, (San Fransisco: Jossey-Bass), 2008, 183

anywhere in laptop as long as they have internet connection.⁶⁶ The main requirement for the teachers in delivering web-based instruction is from the internet connection served by the teacher itself or from the institution. When teachers do not have or find the internet connection, it will be the main challenge for them. In consequence when there is no connection, they cannot deliver the web-based instruction.

In sum, ELT teachers faced the course website management in the setting and the content features of delivering materials and assignments. Teachers also need fast connection to access the online classroom and deliver the web-based instruction. So, the teachers considered that limited connection challenge them in delivering the web-based instruction.

b. Student Engagement

This aspect of challenges faced by ELT teachers related to their students. Having students involved the class discussion and completed the task are not as easy task.⁶⁷ When teachers cannot involve and engage students to the process of online classroom, teachers felt challenged and should manage it. Teachers' challenges in the aspect of this aspect are students' being late to submit the assignment, students' not completing the assignment, and students' forgetting the account.

Students who did not engage to the assignment is being the challenge of teachers. The students who were late to finish the assignments, and students who did not complete the assignments are being the challenges

⁶⁶ Badrul Huda Khan, *Web-based Instruction*, (United States: Educational Technology Publications, 1997), 5

⁶⁷ Hakan Tuzun, "Web-Based Instruction: Instructor and Student Problems", *Annual Proceedings of Selected Research and Development and Practice Papers Presented at the National Convention of the Association for Educational Communication and Technology*, vol. 1-2, 2001, 464

because the students ignored the instruction in online classroom given by teachers. Several students notice that full engagement with the materials took considerable time.⁶⁸ Other reasons caused students not doing the assignment are about the technical issues related to the capabilities of students in accessing the Web instruction is low⁶⁹ and limited connection. Moreover, family's support can be the one of the factors for students to engage to the online classroom. Based on the finding, teacher stated that some of their students could not engage to the assignment because of family's support factor.

The next challenge in learner engagement is about the password account. For the using of Web, there is "password protected" and accessible only to registered users.⁷⁰ Students have their own password to open their account in order to join the online classroom. In this finding, students often lost their password, consequently, they cannot access their account to see and do the instruction. It is challenged teachers because students will lose their chance to complete the assignment, and teachers need to prepare for the effective ways in facing this challenge.

c. Time Management

Time management is one of the challenges faced by the teachers in delivering web-based instruction. This aspect being the challenge because the teachers have to balance the time for delivering web-based instruction process and face-to-face instruction in the classroom.

⁶⁸ Linda De George, et.al., "Experiences and Perceptions of Learner Engagement in Blended Learning Environments: The Case of an Australian University" in *Cases on Online and Blended Learning Technologies in Higher Education*, ed. Yukiko Inoue (United States: Information Science Reference), 2010, 33

⁶⁹ Linda De George, et.al., *Experiences and Perceptions...* 33

⁷⁰ Judy McKimm, et.al., "Web Based Learning", US National Library of Medicine National Institutes of Health, BMJ Volume 326, April 2003, 871

Based on the findings, the time management challenge faced by teachers is that the teachers spending time of the process to deliver instruction.

Teachers felt that the process of delivering web-based instruction is spending their time. As we know that the Web conducted by teacher is the additional instruction which is integrated with the face-to-face classroom. Therefore, when teachers conduct the online classroom, they need to prepare for the two teachings; teaching in the traditional classroom and online classroom. This case is being teacher's challenge because teacher needed more time in serving it. As the statement in Excerpt 13 showed that teacher needed almost 24 hours to manage 12 classes in online classroom to post the materials and the assignments for students. This case challenged teacher when teacher had other obligations, teacher only have limited time to conduct the two-teaching processes.

2. ELT Teachers' Ways in Dealing with The Challenges in Delivering Web-based Instruction

For the second question, data was collected to answer about ELT teachers' ways in dealing with the challenges faced in the previous discussion. The information gotten from the teachers aimed to deal with the challenges and make teachers to prepare these ways before or during delivering web-based instruction. The aspects discussed are from the findings correlated with the theories in chapter II

a. Technological Support

As the challenges in term of technological support faced by teachers are about the feature and setting management, and limited connection, there are some ways in dealing with those challenges including teachers joined training about the certain Web that they use, teachers' asking guidance during the process, and teachers' getting facilities from the institution. These

ways helped teachers in reducing the challenges they faced so far although sometimes they still faced the challenges.

Most teachers faced challenges in managing Web. In this term, teachers' skill should be improved to be successful to conduct the online classroom. By this challenge, teacher joined training about the Web to help them in managing it. Aggarwal stated that challenges of online classroom can be managed when institution provides training for teachers.⁷¹ Meanwhile, not all of institutions served this training for the teachers because not all of institutions asked obligation for teachers to conduct online classroom. Most of teachers had their own initiative to use Web in delivering web-based instruction. Therefore, in findings, only one teacher who got training from the institution because teacher is obligated to conduct this online classroom. Meanwhile, other teachers followed the training by their own effort. They followed some information related to the Web in order to join the training and know more about managing the Web.

Besides joining training about the Web, the teachers also asking guidance. In the findings, teachers still often faced challenges in managing Web. By that challenge, teachers need guidance for someone else to help them in solving the problem that challenge them in operating the Web and build teachers' motivation in conducting online classroom. As Cornell theory that teachers need to find other people who also taught using

⁷¹ A.K. Aggarwal-Regina Bento, "Web-Based Education", in Mehdi Khosrow-Pour (Ed.). *Web-Based Instructional Learning* (London: IRM Press), 2002, 72

Web.⁷² In the findings, teachers did not only ask to the teachers who teach using that Web, also, teachers can ask students or other people who are good at IT. Furthermore, when teachers can contact the administrator of the Web, it will more help them in exploring the information about teaching using the Web.

In conducting online classroom, teachers faced challenges in the connection. Teachers faced limited connection and it hindered teachers in delivering web-based instruction. This connection is the requirement to access online classroom for both students and teachers. In this case, some institutions serve facilities such as wifi as connection for teachers even for students to access the online classroom. Otherwise, for teachers who did not get this facility from institution, they have to prepare the good connection for delivering the web-based instruction for the students.

b. Student Engagement

To deal with the challenges related to the students as previously explained such as facing students who were late to submit the assignments, students who did not do the assignment, and students who forget the password, teachers need to prepare and do some ways. In the findings, the ELT teachers' ways in dealing with the challenges are including allowing students to message the teacher, reducing late-students' score, reminding students' work, and guiding students in taking back the account. Those ways are intended to make students being more engaged to the learning process via Web.

⁷² Richard Cornell-Barbara L. Martin, "The Role of Motivation in Web-Based Instruction" in *Web-based Instruction*, ed. Badrul Huda Khan (United States: Educational Technology), 1997, 98

The first way to deal with the challenges is about sending direct message to the teacher. This way is to deal with the challenge when students did not finish the assignments. This challenge may be appeared when the students do not understand about the instruction and the topic. Students may be embarrassed when asking in the comment column, therefore teacher asked and allowed students to message teacher directly. By sending message directly to the teacher can encourage students in interacting with the teacher⁷³, especially when students need to ask about their difficulties about the instruction.

Not only sending direct message to the teacher, the teachers also have class group in the WhatsApp in order to facilitate students to discuss when they have problems or difficulties of the instruction as the teacher's statement in Excerpt 19. By serving this strategy, this way indicates that the role of teacher is as a mentor. Teacher provides one by one guidance to the students and gives feedback to students.⁷⁴ When the students have been understood about the instruction, they can be easier to complete the web-based instruction. In addition, creating group class can be medium for teachers to remind students about the instruction served in the Web. Sometimes students could not access the Web, and it made them not noticing the instruction from teachers. Therefore, this group class helped teachers to announce the instruction and remind students to complete it.

Noticing students who forget their password account makes teacher emphasizing about remembering

⁷³ Paul G. Shotsberger, "Emerging Roles for Instructors and Learners in the Web-Based Instruction Classroom" in *Web-based Instruction*, ed. Badrul Huda Khan (United States: Educational Technology), 1997, 102

⁷⁴ A.K. Aggarwal-Regina Bento, *Web-Based Education...* 73

the password. Teacher has asked to students during in the beginning of the lesson to remember the students' own password to anticipate students forget the password. In this case password is very necessary as the key to open their account, see the instruction, and do the assignments in online classroom. In fact, there were still many students who forgot the password. Students were allowed to come to teacher when they need to know their password to access their account. Moreover, teachers asked students to see, write and take its picture to memorize and save the password.

c. Time Management

In this aspect, teachers faced challenged as well. In this discussion explained about the ways teachers faced the challenge when the teachers thought that the process of delivering web-based instruction was spending time. The finding of ELT teachers' ways in dealing with the challenge from the interview are preparing the web-based instruction earlier and managing the time to serve web-based instruction. These ways can deal the challenges and create well-time management during delivering web-based instruction.

The first way is preparing the web-based instruction earlier. This way is related to teachers' challenge when they felt that delivering web-based instruction requiring more time for the process. In dealing this challenge, teachers needed to prepare the course well before the time to teach it.⁷⁵ This way is very effective for teachers even they still often felt that they need more time to manage it. All teachers agreed that they have prepared the online course before the teaching to make sure that the

⁷⁵ Richard Cornell-Barbara L. Martin, *The Role of Motivation...* 98

course is well to be served. In addition, some teachers need to collect the sources to be delivered via Web course, that is why they need to get ready before the teaching schedule. The teachers need to prepare the resources to be delivered in the web classroom and collecting the students' works.

Besides preparing the online classroom earlier, ELT teachers also need to manage the time in conducting online classroom. As the finding showed that the teachers could not always deliver web-based instruction in every session, the teachers also had other works related to the teaching in the classroom. by that case, the ELT teachers needed to manage the time or schedule when they deliver the web-based instruction. Some teachers skipped in every session to serve the web-based instruction and gave a space for students not always accessing the online classroom. Another teacher also stated that the teacher served the web-based instruction once in two weeks or once in a month to balance between the web-based instruction and face-to-face instruction.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the conclusion of the research and the suggestion from the researcher related to this research are presented.

A. Research Conclusion

Based on the research findings which were presented in the previous chapter, there are two main point conclusion related to the research questions.

1. ELT Teachers' Challenges in Delivering Web-based Instruction at Senior High School Level

The ELT challenges from finding are categorized into three aspects based on the characteristics of the challenges. The categories are including technological support, student engagement, and time management. Most of the ELT teachers faced the challenges in the aspect of technological support which are related to the features, settings, and connection. The second challenge aspect that many ELT teachers faced is about students' factor in engaging to the web-based assignments and the account. And the last challenge is the process of delivering web-based instruction need more time and spend the time.

2. ELT Teachers' Ways in Dealing with The Challenges in Delivering Web-based Instruction at Senior High School Level

This conclusion is based on the research finding about the ELT teachers strategies, how the teachers can deal with those challenges above. In this poin, the categorizations are based on the challenges that are explained above. Joining the certain Web, asking guidance, and getting facilities from institution to support conducting online classroom are ways to deal the technological challenges. Moreover, the ELT teachers can serve some ways to manage studen engagement challenges by more emphasizing to the students' works and the engagement to the account. The last finding in dealing with the challenges that the ELT teachers that the teachers need to prepare the web course earlier and manage the time to deliver web-based instruction.

B. Suggestion

Based on the result of this research, the significant suggestions from the researcher are as the following:

1. For teacher

Based on the research result, the teachers who still notice the challenges should apply the finding result about dealing with the challenges more intensively. For teachers who will conduct online classroom can prepare by doing the strategies stated in the discussion before or during delivering web-based instruction in order to avoid or prevent the challenges to be appeared.

2. For institutions

The finding showed that the ELT teachers still faced challenges in many aspects. The institutions are suggested to support and guide the teachers by serving further training, facilities, and resources in order to help teachers to conduct online classroom.

3. For future researcher

This research has tried to collect and analyse the data. Further researcher is suggested to analyse deeper using another method about the challenges. The similar topic can be conducted for the next research about online classroom for more specific aspect such as online feedback for students.

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