

## Challenges Faced by English Tutors in Teaching EYL through Online

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### Abstract

The government urged people to study and work from home at the beginning of March 2020 due to Covid-19 spreading in Indonesia; however, online learning has become very popular today. It is proven by many English courses in Pare provide online classes. One program that people are interested in is English for Kids. The previous study found that online teaching to English Young Learners (EYL) is not that easy; therefore, it has not been found a study to explore the challenges English tutors face in teaching online to EYL. The participants of this study were seventy-five tutors who teach EYL encountered online English courses in Pare. The researchers employed a descriptive quantitative approach. The data was collected through a questionnaire that consisted of 21 items and three open-ended questions. The data were analyzed by using the Likert scale. The findings of this research show that electricity failure and poor internet connectivity become crucial challenges. The students that are assisted by their parents also make tutors seem challenged in teaching EYL. Irregularly, the students feel bored in learning English through online. Although some tutors never join any workshop on Teaching English for Young Learners, they are good at giving guidance to teach young learners.

**Keywords:** Challenges; English tutors; EYL; Online learning; Online teaching.

The government urged people to study and work from home at the beginning of March 2020 due to Covid-19 spreading out in Indonesia. All the activities should be finished at home, for example learning. Teachers should change their way of teaching because of the pandemic. They are not allowed to run learning direct face to face. It should be changed to online learning; however, it is still unfamiliar in Indonesia. Indonesia has been introduced online learning several years before 1990. Nizam, Plt Dirjen Dikti Kemdikbud (The

General Director of the Ministry of Education and Culture) says that online learning started in Indonesia at the end of the 1980s and rapidly developed in the 2000s. This statement is taken from a video conference on 17th April 2020. Online learning seems unfamiliar to teachers; therefore, they find many problems. Eighty percent of English teachers seem challenging to explain the materials in online learning (Musiman et al. 2021). The problems faced by the English teachers are almost the same; some students have difficulty accessing the internet,

because the signal is sometimes unstable due to locations that are not accessible to access the internet, and many students are not responsive in the online classroom (Prabawati, 2021). The study was conducted by Elviani (2022) found there were eight difficulties for English teachers, namely, 1.) Difficult to apply online learning, 2.) Difficult to control students in the online classroom, 3.) Difficult to be interactive in the learning process, 4.) Difficult to give an assessment, 5.) Limited facilities and infrastructure, 6.) Network failure, 7.) Difficult in using digital media technology, 8.) Unlimited working hours and spending more money.

Today, online learning has become very popular. With the growth of online learning, students can be taught at a distance. It is proven by some English courses in Pare provide an online class for those who could not come to Pare to study English. Pare is the name of a village that is very famous for learning English. It is known as “Kampung Inggris” in Kediri, East Java. There are more than 100 English courses in Pare. Learning English in Pare runs conventionally before the pandemic; therefore, some English courses have taught English online to continue learning English. It has the same case in the learning system at schools and universities.

English has the status of a foreign language, yet it is the most popular foreign language that people are interested to learn about (Faridah, 2021). Many people are interested in taking English courses to improve their English skills; moreover, many parents also send their children to English courses. Many courses offer programs for learning English online, and many people are interested in applying for it. One of the widespread programs is English for Kids. It is essential to introduce English from a young age. Mardasari (2020) states that young age has better study because the brain at a young age is more adaptable before puberty. The acquisition of languages is possible without self-consciousness at an early age

and also because young children have more opportunities than adults. Many teachers often face challenges when teaching English to YLs (Young Learners), primarily online. The study was conducted by Satria (2022) found that the challenges faced by teachers in the English online learning process were inadequate media skills, unfamiliarity with online learning, an unstable connection, a lack of inventiveness, and poor time management. Another study was conducted by Cahyati and Rizqiya (2021) found that online teaching is complex, and teachers continue to struggle with establishing good relationships with students. Sefiani (2021) on her research found there were eight challenges faced by English teachers those were lack of innovation among teachers and students, the incompetence of teachers in using e-learning tools, economic concerns, conditioning students to engage in e-learning, hardware issues, connectivity, instructor and support personnel unavailability, and the lack of face-to-face interaction. A literature study was conducted by Efriana (2021) about problems in learning English in terms of the classroom. She found that some students lacked the motivation and enthusiasm to participate in the online class.

There were many studies conducted to know the difficulties and challenges English teachers face in teaching online; however, a study has not been found to investigate the challenges English tutors face in teaching online to EYL in English courses. Based on the explanation above, the researchers are interested in conducting this study. It is in the context that the current study is carried two research problems, (1) what challenges do English tutors face in online teaching to EYL? (2) how do English tutors overcome the challenges?

## **Method**

This section describes the participants of the study, research design, data collection, and data analysis. This study employed a descriptive quantitative approach. The

populations of this study were English tutors who encountered English courses in Pare and who teach young learners through online. As many as seventy-five tutors participated in this research. The data were collected through a questionnaire. The questionnaire items were validated by expert validation and used SPSS to test the reliability. There were twenty-one statements and three open-ended questions that should be filled in. The questionnaire was adapted from Akram et al. (2021). The respondents filled out the questionnaire based on their experiences related to online teaching challenges to EYL. The data were analyzed by using the Likert scale. Each of the items in the questionnaire had 5 points scale ranging according to strongly agree (scale point 1), agree (scale point 2), neutral (scale point 3), disagree (scale point 4), and lastly strongly disagree (scale point 5). The participants considered filling out the questionnaire through Google Form by choosing one of the 5 points scales which genuinely related to their condition. The findings of the study are displayed in the form of a table, and the number and percentage show it.

**Results and Discussion**

The researchers divided the challenges into seven categories with some factors of each. The findings of the research are showed as follows:

Table.1 Challenges in terms of classroom management

Kinds of challenges	Factors	Number of responses				
		Strongly Disagree	Dis-agree	Neutral	Agree	Strongly Agree
Class Management	Difficulty in monitoring students	20 (26.7%)	23 (30.7%)	20 (26.7%)	11 (14.7%)	1 (1.3%)
	Lack of students engagement	34 (45.3%)	31 (41.3%)	7 (9.3%)	3 (4%)	0 (0%)
	Poor time management	45 (60%)	22 (29.3%)	6 (8%)	2 (2.7%)	0 (0%)
	Difficulty delivering content	39 (52%)	28 (37.3%)	6 (8%)	1 (1.3%)	1 (1.3%)
	Difficulty in practical work to teach EYL	41 (54.7%)	29 (38.7%)	3 (4%)	1 (1.3%)	1 (1.3%)

**Difficulty in monitoring students,** Table 1 reveals that twenty tutors responded

strongly disagree with a percentage of 26.7%, twenty-three tutors responded disagree with a percentage of 30.7%, twenty tutors responded neutral with a percentage of 26.7%, eleven tutors responded agree with a percentage of 14.7%, and only one tutor responded strongly agree. It can be known that many tutors do not feel it difficult to monitor their students.

**Lack of students’ engagement,** based on Table 1, it shows that thirty-four tutors answered strongly disagree with a percentage of 45.3%, thirty-one tutors answered disagree with a percentage of 41.3%, seven tutors answered neutral with a percentage of 9.3%, three tutors answered agree with a percentage of 4%, and no tutors answered strongly agree. It can be underlined that most tutors have good engagement with their students in online classrooms.

**Poor time management,** based on Table 1, it shows that forty-five tutors responded strongly disagree with a percentage of 60%, twenty-two tutors responded disagree with a percentage of 29.3%, six tutors responded neutral with a percentage of 8%, two tutors responded agree with a percentage of 2.7%, and no tutors responded strongly agree. Therefore, most tutors can manage the time when they teach EYL online.

**Difficulty delivering content,** it can be known from Table 1 that thirty-nine tutors answered strongly disagree with a percentage of 52%, twenty-eight tutors answered disagree with a percentage of 37.3%. Six tutors answered neutral with a percentage of 8%; one tutor answered agree and strongly agree with a percentage of 1.3%. It means that most tutors have no problem delivering the material to the students.

**Difficulty in practical work to teach EYL,** Table 1 shows that forty-one tutors responded strongly disagree with a percentage of 54.7%, twenty-nine tutors answered disagree with a percentage of 38.7%, three tutors answered neutral with a percentage of 4%, one tutor answered agree and strongly agree with a percentage of 1.3%. It can be known

that the tutors do not have critical challenges in practical working in teaching EYL through online.

Table 2. Challenges in terms of lack of guidance

Kinds of challenges	Factors	Number of responses				
		Strongly Disagree	Dis-agree	Neutral	Agree	Strongly Agree
Lack of Guidance	Lack of tutor's training in teaching EYL through online	34 (45.3%)	16 (21.3%)	9 (12%)	7 (9.3%)	9 (12%)
	Lack of guidance about teaching EYL through online	37 (49.3%)	17 (22.7%)	14 (18.7%)	5 (6.7%)	2 (2.7%)
	Never join a workshop about teaching EYL through online	22 (29.3%)	16 (21.3%)	7 (9.3%)	14 (18.7%)	16 (21.3%)

**Lack of tutor's training in teaching EYL through online**, based on Table 2, it shows that thirty-four tutors responded strongly disagree with a percentage of 45.3%, sixteen tutors responded disagree with a percentage of 21.3%; nine tutors responded neutral with a percentage of 12%, seven tutors responded agree with a percentage of 9.3%. Nine tutors responded strongly agree with a percentage of 12%. It can be known that most tutors get a training from the courses to teach EYL through online.

**Lack of guidance about teaching EYL through online**, Table 2 reveals that thirty-seven tutors answered strongly disagree with a percentage of 45.3%, sixteen tutors answered disagree with a percentage of 17%, fourteen tutors answered neutral with a percentage of 18.7%, five tutors answered agree with a percentage of 6.7%. Two tutors answered strongly agree with a percentage of 2.7%. It means that the courses where the tutors teach facilitate them by guiding how to teach EYL online well.

**Never join a workshop about teaching EYL through online**; it shows that twenty-two tutors chose a strongly disagree answer, with a percentage of 29.3%; sixteen tutors chose to disagree, with a percentage of 21.3%; seven tutors chose a neutral answer, with a percentage of 9.3%, fourteen tutors chose to

agree answer, with a percentage of 18.7%, and sixteen tutors chose strongly agree answer with a percentage of 21.3%. It can be underlined that although many tutors have experience joining a workshop, some tutors do not have experience joining a workshop about teaching EYL online.

Table 3. Challenges in terms of limited resources

Kinds of challenges	Factors	Number of responses				
		Strongly Dis-agree	Dis-agree	Neutral	Agree	Strongly Agree
Limited Resources	Electricity failure	4 (5.3%)	3 (4%)	5 (6.7%)	10 (13.3%)	53 (70.7%)
	Lack of ICT infrastructure	15 (20%)	20 (26.7%)	20 (26.7%)	15 (20%)	5 (6.7%)
	Lack of infrastructure compatible devices	15 (20%)	17 (22.7%)	18 (24%)	11 (14.7%)	14 (18.7%)
	Poor internet connectivity	4 (5.3%)	8 (10.7%)	8 (10.7%)	14 (18.7%)	41 (54.7%)
	Lack of time	21 (28%)	30 (40%)	13 (17.3%)	9 (12%)	2 (2.7%)

**Electricity failure**, Table 3 shows that four tutors answered strongly disagree with a percentage of 5.3%, and three tutors answered disagree with a percentage of 4%. Five tutors answered neutral, with a percentage of 6.7%. Ten tutors answered agree with a percentage of 13.3%. Fifty-three tutors answered strongly agree with a percentage of 70.7%. It is evident that electricity failure becomes the most significant challenges tutors face in teaching EYL online.

**Lack of ICT infrastructure**, based on Table 3, it shows that fifteen tutors responded strongly disagree with a percentage of 20%, twenty tutors responded disagree and neutral with a percentage of 26.7%, fifteen tutors responded agree with a percentage of 20%, and five tutors responded strongly agree with a percentage of 6.7%. It can be underlined that tutors probably have challenges because of a lack of ICT infrastructure.

**Lack of compatible infrastructure devices**, Table 3 reveals that fifteen tutors answered strongly disagree with a percentage of 20%, and seventeen tutors answered disagree with a percentage of 22.7%. Eighteen tutors

answered neutral, with a percentage of 24%. Eleven tutors answered agree with a percentage of 14.7%. Fourteen tutors answered strongly agree with a percentage of 18.7%. Therefore, some tutors have problems teaching EYL online because they do not have compatible devices.

**Poor internet connectivity**, it can be known that four tutors responded strongly disagree with a percentage of 5.3%, eight tutors responded disagree and neutral with a percentage of 10.7%, fourteen tutors responded agree with a percentage of 18.7%, and forty-one tutors responded strongly agree with a percentage of 54.7%. Therefore, internet connectivity can disturb the teaching and learning of young learners through online.

**Lack of time**, Table 3 shows that twenty-one tutors chose a strongly disagree answer with a percentage of 28%, thirty tutors chose to disagree answer with a percentage of 40%, thirteen tutors chose a neutral answer with a percentage of 17.3%, nine tutors chose to agree answer with a percentage of 12%. Only two tutors chose strongly agree as their answers, with a percentage of 2.7%. Therefore, most tutors are given enough time by the courses to teach EYL online.

Table 4. Challenges in terms of low attendance

Kinds of challenges	Factors	Number of responses				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Low Attendance	Students' low interest	27 (36%)	24 (32%)	20 (26.7%)	3 (4%)	1 (1.3%)
	Less of students' participation	29 (38.7%)	18 (24%)	21 (28%)	5 (6.7%)	2 (2.7%)

**Students' low interest**, based on Table 4, it shows that twenty-seven tutors responded strongly disagree with a percentage of 36%, twenty-four tutors responded disagree with a percentage of 32%, twenty tutors responded neutral with a percentage of 26.7%, three tutors responded agree with a percentage of 4%, and only one tutor responded strongly agree with a percentage of 1.3%. It means that the children who learn English at course through online have a high interest and motivation to learn

English.

**Less of students' participation**, Table 4 reveals that twenty-nine tutors answered strongly disagree with a percentage of 38.7%, eighteen tutors answered disagree with a percentage of 24%, twenty-one tutors answered neutral with a percentage of 28%, five tutors answered agree with a percentage of 6.7%, and two tutors answered strongly agree with a percentage of 2.7%. It can be known that the children are diligent in joining online English courses.

Table 5. Challenges in terms of lack of technical skill

Kinds of challenges	Factors	Number of responses				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Lack of Technical Skill	Limited technology competent	34 (45.3%)	23 (30.7%)	17 (22.7%)	1 (1.3%)	0 (0%)
	Limited technical use in pedagogy	26 (34.7%)	26 (34.7%)	20 (26.7%)	2 (2.7%)	1 (1.3%)
	Limited technological experience	35 (46.7%)	29 (38.7%)	9 (12%)	2 (2.7%)	0 (0%)

**Limited technology competent**, based on Table 5, it shows that thirty-four tutors responded strongly disagree with a percentage of 45.3%; twenty-three tutors responded disagree with a percentage of 30.7%; seventeen tutors answered neutral with a percentage of 22.7%; only one tutor responded agree with a percentage of 1.3%, and no tutors responded strongly agree. It can be known that most of the tutors have good technology competence, and they are able to use the technology to teach EYL in the online classroom.

**Limited technical use in pedagogy**, Table 5 reveals that twenty-six tutors answered firmly disagree and disagree with 34.7%, twenty tutors answered neutral with 26.7%, and two tutors answered agree with a percentage of 2.7%. Only one tutor answered strongly agree with a percentage of 1.3%. It means that the tutors know the use of pedagogy in teaching EYL through online.

**Limited technological experience**, Table 5 shows that thirty-five tutors chose strongly disagree answer with a percentage of 46.7%, twenty-nine tutors chose to disagree

answer with a percentage of 38.7%, nine tutors chose a neutral answer with a percentage of 12%, two tutors chose to agree answer with a percentage of 2.7%, and no tutor chose strongly agree answer. It can be known that most of the tutors have technological experience in teaching English.

Table 6. Challenges in terms of communication barriers

Kinds of challenges	Factors	Number of responses				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Communication Barriers	Insufficient feedback	18 (24%)	28 (37.3%)	19 (25.3%)	8 (10.7%)	2 (2.7%)
	Less student interaction	36 (48%)	25 (33.3%)	11 (14.7%)	3 (4%)	0 (0%)

**Insufficient feedback**, Table 6 reveals that eighteen tutors answered strongly disagree, with a percentage of 24%; twenty-eight tutors answered disagree, with a percentage of 37.3%; nineteen tutors answered neutral, with a percentage of 25.3%; eight tutors answered agree, with a percentage of 10.7%, and two tutors answered strongly agree with a percentage of 2.7%. It can be known that the tutors do not feel challenged because they are able to provide sufficient feedback.

**Less student interaction**, based on Table 6, thirty-six tutors answered strongly disagree with a percentage of 48%; twenty-five tutors answered disagree with a percentage of 33.3%; eleven tutors answered neutral with a percentage of 14.7%, three tutors answered agree with a percentage of 4%, and no tutors answered strongly agree. Therefore, the tutors have good interaction with their students in online classes.

Table 7. Challenges in terms of difficulty in assessment

Kinds of challenges	Factors	Number of responses				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Difficulty in Assessment	Teachers' incompetent in assessing the students	22 (29.3%)	36 (48%)	9 (12%)	6 (8%)	2 (2.7%)

**Teachers' incompetent in assessing the students**, Table 7 reveals that twenty-two tutors answered strongly disagree with a percentage of 29.3%, thirty-six tutors answered disagree with a percentage of 48%, nine tutors

answered neutral with a percentage of 12%, six tutors answered agree with a percentage of 8%, and two tutors answered strongly disagree with a percentage of 2.7%. It can be known that most of the tutors have good competence in assessing the students; therefore, they do not feel challenged to report the students' achievements.

Based on the findings above, the tutors face main challenges in term of limited resources in teaching EYL through online. Those are limited sources and poor internet connectivity. The tutors mentioned that they should find a place that provides electricity and a good internet connection to deal with these challenges. In line with a study by Gurung (2021), the unavailability of good connections made it difficult for teachers to teach their students. Satria (2022) also states that an unstable connection was a problem that often happens when teaching English to YLs (Young Learners). Thus, one should be aware of strong internet connection and electricity when teaching English to YLs through online. There are some tutors never join any workshop on Teaching English for Young Learners; nevertheless, they are good at giving guidance to teach young learners. Being a teacher or tutor is vital to have pedagogy competencies. The primary concern of the shortage of qualified teachers is carrying out the material adequately at the pedagogic level (Zein, 2017). At the end of the questionnaires, the tutors filled out open-ended questions. They mentioned other challenges they face in teaching online EYL. Those are students being assisted by their parents, and some students feel bored. To deal with these challenges, the tutors communicate with parents and invite the students to do interactive activities through online.

Relatively, the tutors do not have other severe challenges. The tutors are able to manage their online classes that consist of monitoring students, students' engagement, time management, delivering content, and practical work. It is because the number of

students in English courses in each online class is not as massive as the number of students at school in offline classes; therefore, it makes tutors easy to manage online classes. The tutors said that they consistently prepare the media and material before teaching. It differs from a study conducted by Musiman et al. (2021). They stated that eighty percent of English teachers had difficulty delivering the materials online. Elviani (2022) also states that controlling students is one of the difficulties that English teachers experience. Thus, the tutors are supported by their courses to develop their teaching skills through training and guidance on how to teach English to YLs through online. The children who apply for English courses are more motivated to learn English than those who do not. A study proves it was conducted by Efriana (2021) about problems in learning English in terms of the classroom. She mentions that the students are less of enthusiastic about participating in online learning. According to Firat, Kılınc, and Yüzer, (2018), intrinsic motivation stimulates and maintains the interest of open and distance education students in self-directed study in e-learning environments. The tutors also have technical skills to operate technology. It differs from a study conducted by Sefiani (2021). She finds that the teachers are incompetent in operating and using e-learning tools. The tutors are able to create a good communication in online learning with their students by providing feedback and interaction; meanwhile, Cahyati and Rizqia (2021) state that the teachers have to struggle to establish a good relationship with the students. Most tutors are competent in their students' achievement in learning English through online; meanwhile, they play an essential part in education in general (Abduh, 2021). It is crucial to enhance the quality of education and the learning process. Formative assessment has the ability to enhance classroom instruction and learning (Schildkamp, 2020).

## Conclusion

This research explores the challenges

faced by tutors in teaching EYL through online. Seventy-five tutors encountered English courses in Pare and participated in this study. Based on the previous study, the challenges were divided into seven categories, class management, lack of guidance, limited resources, low attendance, lack of technical skill, communication barriers, and difficulty in assessment. The researchers found that limited resources, such as internet failure and poor connectivity, become critical challenges tutors face in teaching EYL online. The tutors looked for a place that they could find electricity and a stable internet connection to solve these problems. Although some tutors never join any workshop on Teaching English for Young Learners, they are good at giving guidance to teach young learners. The students who are assisted by their parents and students' boredom become challenges for the tutors. Summing up, the tutors who encountered English courses have fewer challenges than the teachers who teach English at school. The researchers suggest that future study investigate young age students' achievement in learning English through online.

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