INDONESIAN EFL STUDENT TEACHER'S CHALLENGES
WRITING ENGLISH DURING COVID-19 PANDEMIC

Ida Fitri Anggarini
Vivi Olivia Rahmah
Zahra Cindy Aditya
Soffi Salma Azzura
Alsya Kurnia Putri
M. Syafi'i Aditya

Al Qolam Islamic Institute Malang
salmazzr16@gmail.com

Abstract

Teaching vocabulary offers important benefits for both students and teachers in terms of writing abilities. This study, which focused on learning English vocabulary, was carried out at a number of East Javan schools. In this qualitative case study, which involved two Indonesian EFL students in Malang and an Indonesian EFL teacher in Banyuwangi and Tulungagung, the researcher employed two main methodologies. Reflective essays and virtual interviews were utilized as the methodology for data collection. Data analysis revealed that the majority of the difficulties were comparable to one another and related to one another. Thus, the researcher also identified methods used by all participants to address issues, increase vocabulary knowledge, and enhance writing and English proficiency in the student. The research shows that students confront a number of difficulties.

Keywords: Teaching Vocabulary, EFL Student Teachers Challenges, COVID-19 Pandemic

INTRODUCTION

Understanding and expanding one's vocabulary is a crucial component of mastering the English language, particularly for EFL students and instructors. A key component of teaching English is vocabulary because a limited vocabulary can make it difficult to master the language. Additionally, vocabulary mastery is a crucial part of language proficiency. It's possible that vocabulary will help your language skills succeed. (Octaberlina & Rofiki, 2021).

In addition, (Octaberlina & Anggarini, 2020) stated that mastering vocabulary would benefit students in their understanding of the language being acquired. Nothing can be said without a vocabulary. It is also made clear that a person's proficiency in English much depends on the quality and amount of vocabulary they have mastered; the more vocabulary they have mastered, the easier it will be for them to develop the four language skills (listening, speaking, reading, and writing).

As (Seashore, 1948) asserted a person's accomplishment in more complicated linguistic abilities may be marginally correlated with the extent of his vocabulary. For EFL students from Indonesia, learning English is a challenge since they feel that it would strengthen their freedom. Meanwhile, (Abrar et al., 2018) speaking is one of the most

difficult language skills for learners since it needs complicated abilities and goes beyond only vocally expressing ideas. This may be one of the reasons why many learners struggle to communicate in the target language, especially among the other three language skills.

Furthermore, as teachers' perspectives may affect technique and how they present the content, it seems important to talk about their difficulties teaching vocabulary to Indonesian EFL students. (Deni & Fahriany, 2020) noted that teachers employed varied tactics based on their perception of what was entertaining and appropriate for their students

Additionally, we need to alter our learning method in this epidemic period. Many nations have had to adjust to new circumstances in various sectors, including education, as a result of the COVID-19 pandemic. The Indonesian government has chosen to switch from in-person instruction to online classes utilizing a variety of learning management systems. (LMS) such as Moodle and Google Classroom (Octaberlina & Muslimin, 2020). This is in line with (Octaberlina et al., 2020) state that students are not permitted to attend school due of the pandemic. The educational exercises are all completed at home. This alters every aspect of school life on a daily basis. All of the pupils must have access to the teacher's online lessons or classes.

From the ideas above, educators must prepare the learning properly and present the lesson well specifically in writing English. Both the learner and the teacher will undoubtedly face obstacles in this new circumstance. That's why the researcher conducted the research entitled Teaching Vocabulary: Indonesian EFL Student Teachers' Challenges Writing English During the COVID-19 Pandemic.

Meanwhile, language learning is a conscious process of trying to learn a language, typically including learning grammar and structures, as well as vocabulary. Related to this, (Suhardiana, 2021) asserted that vocabulary is critical for language learning since it helps learners support the four language skills.

(Octaberlina & Rofiki, 2021) states that it would be desirable for English educators to introduce English vocabulary before other language components. For instance, speaking, listening, reading, and writing; or sentence construction. It will be straightforward for students to learn many aspects of the English language if they master a large amount of vocabulary. Teaching vocabulary is crucial for this reason.Before the researcher explains the importance of teaching vocabulary, it seems necessary to define the vocabulary and teaching vocabulary.

According to (Octaberlina & Anggarini, 2020) word and phrase knowledge is referred to as vocabulary. An alternative definition of vocabulary is a list of terms with their definitions listed alphabetically. In most linguistic analyses, a word is defined as a collection of characteristics or qualities; each word is the culmination of its frequency, written form (spelling), spoken form (pronunciation), written form (spelling), association, association, collocation, and association. A student's vocabulary can also be thought of as a piece of fundamental knowledge; the greater their vocabulary, the easier it will be for them to learn a language.

In the other hand, Pipuš (2021) explains in her essay that teaching is a process to ensure that pupils understand new material and can use it on a regular basis. For instance, they are familiar with new animal vocabulary today. They will repeat and memorize that word every day until they are proficient in both writing and vocabulary. The researcher concludes from the aforementioned reasoning that teaching vocabulary is an activity that requires both the student and the teacher to be familiar with word meanings. They absorb language more readily, particularly in writing skills, the more vocabulary they have.

The question is why teaching vocabulary is important? They are unfamiliar with foreign languages because they are EFL learners and instructors. Developing your vocabulary can be one of the reasons you want to get better at English. The more vocabulary students

know, the simpler it is for them to construct sentences in writing class, so teaching vocabulary has an important point. Related the researcher, Alqahtani, (2015) argues in his paper that vocabulary is often viewed as a critical tool for second language learners because a limited vocabulary in a second language barriers successful communication.

As (Su et al., 2020) asserted knowing the right vocabulary appears to be one of the most important concerns among ESL students among all these cognitive activities. In fact, one cannot produce excellent documents if their vocabulary knowledge is insufficient. A dearth of vocabulary is one of the main problems with written performance, according to earlier studies. The researcher is now certain that teaching vocabulary is crucial for learning English, particularly for developing writing skills, thanks to the points presented above. The researcher also notes that it can be difficult for students and teachers from non-native English-speaking nations like Indonesia, sometimes known as Indonesian EFL students, to write in English.

Conversing about writing skills, according to the researcher, Writing is one of four English skills that are dependent on factors such as knowledge, memory, and carefulness. Because English uses a separate alphabet to write and pronounce it, students can write anything if they can learn the words and their spelling. This explains why writing skills were so difficult.

According to Amalia et al., (2021) writing is a key language skill when teaching English to ESL and EFL students at all academic levels, but especially to young children. For pupils, this ability is essential as one of their communication tools.. Related to this, Fajrina et al., (2021) states that Writing presents a difficult issue for pupils for whom English is a second or foreign language (EFL/ESL). To meet the academic norm, students must write clearly in a language that they might not be as acquainted with or as proficient in. In the meanwhile, children who are learning a language often work to enhance their four language abilities: speaking, reading, and writing. Learning a language takes time; people start out by listening, move on to speaking, and then eventually pick up reading and writing. Reading and writing are two abilities that we must master because we do not inherently possess them. When students are learning a foreign language, they usually try to work on these four skills simultaneously, of course depending on their age (Pipuš, 2021).

Moreover, Su et al., (2020) state that In a student's academic career, writing is one of the most challenging language skills to learn. The reason it is so challenging is that the majority of students only get the chance to utilize the language in English lessons, and very few of them feel an immediate need to do so. Furthermore, Fajrina et al., (2021) in practicing writing in English, many students do not possess the skills necessary to build effective communication using a written medium.

Another critical study conducted by Amalia et al., (2021) explained that Writing has always been thought of as a difficult subject for students to learn. Learning to write in a second or foreign language is considered more difficult than learning other language abilities. Writing involves cognitive techniques and understanding of the target culture, which encourages teachers to educate pupils a variety of components. Writing also entails a number of steps that must be taken in order to produce an intelligible, understandable, and informative written expression.

However, all English learners have to master English skills such as writing even though there are so many more challenges. Su et al., (2020) states that Since English isn't the language used in everyday discourse, EFL student teachers frequently face difficulties. Students who learn English will therefore have a hard time using it in everyday situations. They will encounter numerous barriers and obstacles when they need to speak a language they are not familiar with. Additionally, there are significant language differences between

the target language, English, and the original language, Bahasa Indonesia. This could be viewed as yet another obstacle for them.

A study done by Hibatullah, (2019) states that She uncovered several possible issues, most of which EFL students would experience. The reason for this was that they comprised English language learners who only used the language occasionally and for particular purposes. However, because English is only used in a confined context, EFL students struggle more with learning than students who use English as their first language or native speakers. As a result, several of these students studied overseas as one of their learning strategies to deal with the issues after becoming aware of the English learning difficulties that had evolved in their home countries. They were referred to as international EFL students who took part in study abroad programs in this fashion. Based on the argument above the researcher found one of the strategies to increase the teacher or the student's English specifically in writing English to be an international EFL student or teacher. Studying abroad, our daily language has changed our environment and it helps our English skills.

Meanwhile, in this pandemic era, the learning system is different. The teacher, who typically offers direct English instruction, was compelled to switch to online or virtual instruction. As we all know, teaching English in schools today involves extensive use of ICT and other social media platforms such as Google Meet, WhatsApp, Facebook, TikTok, YouTube, Zoom, and so on.

As Dehham, (2021) Technology improvements across all educational sectors are hastening the process of education and learning, which calls for creativity in the ways we educate and engage with our students. Holding steadfastly to the same old traditional teaching is no longer sufficient since learners nowadays are motivated and inspired by technology in their everyday lives. Particularly in this Pandemic Era, we need to incorporate innovation and technology into our teaching practices to increase student awareness of the subject being covered.

Nugroho & Haghegh, (2021) states in their study that in the case of Indonesia, The global pandemic has had an impact on human social contact, including the implementation of teaching and learning activities. As a result, informal online learning outside of the classroom using a variety of available digital learning platforms, including English language teaching and learning, replaces face-to-face learning interactions in formal classroom settings. The researcher's curiosity about the actual difficulties faced by Indonesian EFL student teachers in writing classes during this pandemic was piqued by the aforementioned argument.

RESEARCH METHOD

The qualitative methodology employed in this study was a descriptive case study. This approach solely describes a genuine instance that occurs in the field. It is a qualitative study, which means that all of the data were gathered as explanations rather than numerical data and were written about in narrative prose. Bogdan et al., (1982) states that "qualitative research is descriptive, the data collected are in the form of words or picture rather than the number".

This study examined a situation in a number of East Javan schools. In a qualitative case study, the researcher used reflective essays and virtual interviews as approaches to address two primary ways for two Indonesian EFL students in Malang and one Indonesian EFL instructor in Banyuwangi and Tulungagung. In terms of gathering data, the methodology serves a distinct purpose. For example, this study used reflective essays to examine the difficulties Indonesian EFL student teachers faced when writing in English. Second, this study used the interview approach to learn about the methods that the teachers and students employed. In addition, the purpose of the interview procedure was to clarify any material that

was unclear based on the reflective writings of the teachers and students. The researcher used structured interviews and qualitative interviews. Structured interviews mean that the researcher is interviewing with a script.

According to (Robert, 2011) the researcher took some procedures to analyze were compiling, disassembling, reassembling, interpreting, and concluding. Meanwhile, choosing participant below based on their experiences in vocabulary class.

NO	NAME	ADDRESS	DETAIL
1.	Ikrima Nurul Maulida	Banyuwangi	Teacher
2.	Novita Cendy Zayyanatul	Tulungagung	Teacher
3.	Dhivatun Nadziroh	Malang	Student
4.	Faiza Nur Rohma	Malang	Student

Table   **0.1**
Participant

FINDING AND DISCUSSION

Teaching Vocabulary: Indonesian EFL Student Teacher's Challenges Writing English During COVID-19 Pandemic

The researcher recruited two fifth-grade teachers: one in Banyuwangi and one in Tulungagung. On the other side, the researcher recruited two East Javan fifth-graders from Malang. The first chapter of the English lesson "Daily Activities" has been both taught and studied by the two of them. The vocabulary list will stated as follows;

NO	VOCABULARY	VOCABULARY
1.	EAT	SLEEP
2.	WATCH TV	GO TO SCHOOLS
3.	TAKE A BATH	IRON THE CLOTHES
4.	MOP THE FLOOR	COOK THE FOOD
5.	CLEAN THE ROOM	READ A BOOK

Table 2. Vocabulary

All participants in this setting share their teaching-learning process experiences in interviews and reflective essays. The researcher will be aware of the difficulties and fresh approaches that will be used in writing classes, particularly when introducing terminology.

FOR TEACHER	FOR STUDENT
1. Please, Tell me about your English Class activity, Ma'am! 2. How was the way of teaching vocabulary?	1. Please, Tell me about your English Class Dear! 2. How was your teacher's way of teaching vocabulary and writing

3. What are your challenges in teaching vocabulary and writing classes? 4. What is the appropriate strategy or method or media and so on in teaching vocabulary specifically writing skills?	class? 3. What are your challenges in learning vocabulary and writing class? 4. What is the appropriate strategy or method or media and so on, in learning vocabulary specifically writing skills? Tell me something that makes you enjoy and comfortable with

Table 3. QnA

This paragraph will first describe Mrs. Ikrima's experiences in helping students learn language and develop their writing abilities. She mentioned that some primary kids find it challenging to memorize ten words based on her experience. They can only memorize five vocabularies a day, it can be said. The reason is that English is not their first language. It's related Putri, (2020) that students' mother tongues had a significant impact on their lack of English vocabulary when studying the language. The final problem was that pupils didn't demonstrate a good knowledge of how the teacher used certain words..

Moreover, it's also mentioned the difficulties that pupils face, such as their intellectual capacity, rate of learning, or lack thereof. Additionally, Mrs. Rima claims that one of the hardest parts of teaching vocabulary is getting the pupils to memorize it thoroughly and write it on the spot. She occasionally used the "peer teaching" approach to help the students comprehend terminology and writing. As seatmates, she instructed them to repeat and listen to one another. According to Mrs. Rima, using picture cards helps boost students' motivation for memorization, vocabulary learning, and writing.

Further, this paragraph will explain the experiences of Mrs. Cendy. According to her point of view, she claimed that when teaching vocabulary, she will translate each passage individually and create a vocabulary note. Kainta, (2020) also stated in their paper that Typically, language learners may translate words into their native tongue to determine which words in the two languages are equal.

According to Mrs. Cendy, the difficulty in teaching vocabulary arises from the fact that each child has a unique set of skills and study habits, even though they are required to memorize it in class. Marzulina et al., (2019) states that Every student has a unique approach to studying. While some students can concentrate while studying in a crowded area, others require a quiet setting. To develop good study habits, one must be eager to learn and have the necessary skills and aptitudes. The pupil struggles with writing because they only know how to pronounce words, not how to write them. Some of them forget the alphabet's order by heart. The student's excessive emphasis on pronunciation, meaning, and memorization presents a problem for the teacher. It is because of Ashar Mauludin, (2015) that The majority of non-native pupils lack familiarity with several aspects of the target language. Some of them aren't even driven to study the language because they merely do so to fulfill a necessity rather than out of a genuine need.

Meanwhile, in this pandemic era, Mrs Cendy moved from direct learning to virtual learning. She used Google Meet as learning media. It related Nasution, (2019) that One of the instruments a teacher might use to aid in the teaching and learning process in a classroom, particularly in EFL settings, is media. She went on to say that PowerPoint is the primary media during this pandemic. She conducted online classes using Google Meet and PowerPoint. Her class is broken up into five pupils for the duration of the lesson, which lasts thirty minutes. Every thirty minutes, she instructs the pupils, clearly explains the material,

and provides feedback. The learner is asked to open the share screen and be given the question to type (write) the vocabulary as part of the examination of writing skills. From a private shared screen room, she does know the ability of the student. Information, Mrs. Cendy has thirty students in her class, so in English teaching she has six times to meet the students through Google Meet.

Mrs. Cendy also shared the solutions to face this problem and challenges, which will be stated as follows :

1. She always uses a simple statement to make the language easy to memorize. She used the approach of trial and error and came to the conclusion that it is one of the most efficient ways to memorize language.
2. Avoid working with unsupportive students if you come across them. It implies that she works with pupils who share her interests and goals. She explained that it happens because there is a gap created between quick and slow learners. She made that decision since the English-proficient student was not being persistent. Slow learners are guided by her until they are able to remember and write the terminology.
3. Using property or media. She states that visual learning increases the student's vocabulary such as videos, pictures, and other learning tools.
4. Spelling is a useful skill to teach in writing classes. When the instructor instructs the class to memorize vocabulary words, she also instructs them to memorize spelling words

In this paragraph, will explain the experiences of Dhiva. She is a student in grade. She is delighted by her intense interest in English. She has also been inspired by her teacher. She was glad that her teacher presented a variety of activities in English class, such as performing a song as a class, and that she always brought something fresh to the group. Shiva is never bored during class. Even though she feels self-conscious about her writing abilities, she claimed that she can memorize all the terminology through the song and can write it.

Diva mentioned that She didn't feel pressed because the teacher gave a thorough explanation of the language. She asserted on her own that she doesn't face any difficulties in her English vocabulary lesson because she can complete the task successfully and love the environment. She added that singing English songs makes it simpler to write and pronounce the words.

Based on her arguments, Wahyuni, (2019) asserted that The utilization of song, music, and dance not only makes learning fun and engaging for the pupils, but it also significantly increases vocabulary. Additionally, since kids are singing the song, their vocabulary grows significantly.

Faiza, on the other hand, will talk about her experiences. She is in the fifth grade. She claims to the researcher that she doesn't face any difficulties when instructing writing and vocabulary lessons. She and Dhiva have similar disagreements. The reason is that they are classmates. They both concur that teaching vocabulary is easier when it is done through song.

CONCLUSION AND SUGGESTION

At all educational levels, especially for pupils in elementary school, teaching English to ESL and EFL students typically includes teaching writing as one of the primary language skills. Meanwhile, there are important aspects to teaching vocabulary to elementary school pupils. For pupils to master the four English skills of reading, writing, listening, and speaking, vocabulary has always been a necessary skill. The difficulties that Indonesian English for Foreign Language (EFL) student teachers have when teaching writing skills include grammar, study habits, the difficulty of retaining terminology, choosing the best learning strategy through trial and error, and the intellectual capacity of the students. Additionally, depending on the topics, peer teaching, spelling drills, image cards, songs, and direct typing are other tactics that have a positive effect on writing abilities.

REFERENCES

Abrar, M., Mukminin, A., Habibi, A., Asyrafi, F., Makmur, M., & Marzulina, L. (2018). "If our English isn't a language, what is it?" Indonesian EFL Student Teachers' Challenges Speaking English. *Qualitative Report*, *23*(1), 129–145. https://doi.org/10.46743/2160-3715/2018.3013

Alqahtani, M. (2015). *THE IMPORTANCE OF VOCABULARY IN LANGUAGE LEARNING AND HOW TO BE TAUGHT*. *III*(3), 21–34. https://doi.org/10.20472/TE.2015.3.3.002

Amalia, H., Abdullah, F., & Fatimah, A. S. (2021). Teaching writing to junior high school students: A focus on challenges and solutions. *Journal of Language and Linguistic Studies*, *17*(2), 794–810.

Ashar Mauludin, L. (2015). THE IMPORTANCE OF NON-NATIVE ENGLISH SPEAKER TEACHERS IN THE CONTEXT OF ENGLISH AS A FOREIGN LANGUAGE. *Transformatika*, *13*(3), 1576–1580.

Bogdan, C, R., & Biklen, K. S. (1982). *Qualitative Research for Education, An Introduction on Theory and Methods*.

Dehham, S. H. (2021). Iraqi EFL Students ' Ability in Acquiring English Vocabulary by Peer Instruction Technology Turkish Journal of Computer and Mathematics Education Research Article. *Turkish Journal of Computer and Mathematics Education*, *12*(9), 1634–1639.

Deni, R., & Fahriany. (2020). *Teachers ' Perspective on Strategy for Teaching English Vocabulary to Young Learners*. *9*(1), 47–60.

Fajrina, D., Everatt, J., & Sadeghi, A. (2021). Writing Strategies Used by Indonesian EFL Students with Different English Proficiency. *Language Teaching Research Quarterly*, *21*, 1–15. https://doi.org/10.32038/ltrq.2021.21.01

Hibatullah, O. F. (2019). The Challenges of International EFL Students to Learn English in a Non-English Speaking Country. *Journal of Foreign Languange Teaching and Learning*, *4*(2). https://doi.org/10.18196/ftl.4240

Kainta, E. (2020). *Exploring Stud ents ' Motivation and Vocabulary Achievement through Labeling Method*. *9*(1), 1–16.

MARZULINA, L., ERLINA, D., PITALOKA, N. L., & PARAMIKA, F. A. (2019). Looking at the Link between Study Habits and Academic Achievement: The Case of Indonesian EFL Student Teachers. *Indonesian Research Journal in Education |IRJE|*, *3*(1), 57–76. https://doi.org/10.22437/irje.v3i1.6507

Nasution, A. K. R. (2019). YouTube as a Media in English Language Teaching (ELT) Context: Teaching Procedure Text. *Journal of Ultimate Research and Trends in Education*, *1*(1), 29–33.

Nugroho, A., & Haghegh, M. (2021). Emergency Remote Teaching amidst Global Pandemic: Voices of Indonesian EFL Teachers. *VELES Voices of English Language Education Society*, *5*(1), 66–80. https://doi.org/10.29408/veles.v5i1.3258

Octaberlina, L. R., & Anggarini, I. F. (2020). Teaching Vocabulary Through Picture Cards in Islamic Elementary School A Case Study in Nida Suksa School, Thailand. *Madrasah*, *13*(1), 26–38. https://doi.org/10.18860/mad.v13i1.9649

Octaberlina, L. R., Anggarini, I. F., & ... (2020). Virtual English teaching in remote area: A case study. *Journal of Critical ...*, *7*(19), 9707–9713.

Octaberlina, L. R., & Muslimin, A. I. (2020). Efl students perspective towards online learning barriers and alternatives using moodle/google classroom during covid-19 pandemic. *International Journal of Higher Education*, *9*(6), 1–9. https://doi.org/10.5430/ijhe.v9n6p1

Octaberlina, L. R., & Rofiki, I. (2021). Using Online Game for Indonesian EFL Learners to Enrich Vocabulary. *International Journal of Interactive Mobile Technologies*, *15*(1), 168–183. https://doi.org/10.3991/IJIM.V15I01.17513

Pipuš, D. (2021). Introducing Vocabulary in the EFL Classroom. *3rd International Academic Conference on Teaching, Learning and Education*, 37–47.

Putri, V. A. (2020). Experiences and Challenges Perceived by Indonesian EFL Teachers as Non-Native English Speaker Teachers (NNESTs) in Thailand. *VISION: Journal For Language and Foreign Language Learning*, *9*(1), 61–79.

Robert, K. Y. (2011). *Qualitative Research From Start To Finish*. The Guildford Press.

Seashore, R. H. (1948). The Importance of Vocabulary in Learning Language Skills. *JSTOR*, *25*(3), 137–152.

Su, A., Wong, C., Yee, J., & Lee, V. (2020). Investigating the Predictive Role of Vocabulary in Written Written Performance. *Borneo Akademika*, *4*(October), 72–85.

Suhardiana, I. P. A. (2021). ATTITUDES OF EFL STUDENTS REGARDING LEARNER AUTONOMY IN. *Yavana Bhāshā: Journal of English Language Education*, *4*(2), 67–80.

Wahyuni, N. C. (2019). *Journal of English Language Teaching The Use of Puppet and Flashcard as Media in Teaching Vocabulary for Children with Special Needs*. *8*(2), 136–142.