



Bridging up challenges and mentality of online learning from pre to post-pandemic to develop ELT performance

Eni Faridah*

STKIP PGRI Jombang, Indonesia

The transition from face-to-face to digital learning during the pandemic has had a profound impact on students, teachers, parents and policy makers. In practice, the challenges are numerous. Fundamentally, it requires the idea of best practices in the implementation of ELT. The best formulation can be made only when the challenges are comprehensively identified. During 2017-2021, there are several studies examining the challenges of ELT from pre-pandemic to post-pandemic, but only focusing on particular contexts. Thus, this research aims to address those challenges and mentality of e-learning in post-pandemic to develop ELT performance. Whereas the method used in this study is a Systematic Literature Review (SLR) that examines journal articles and proceedings in the 2017-2021 publications according to the topic. The results of this study are a systematic classification of mentality of online learning, ELT challenges, strategy proposed from pre-pandemic to post-pandemic especially in Indonesian context and presented into several subsections: a) technical challenges, (b) pedagogical challenges, (c) socio-economic challenges, and (d) institutional and governmental policies challenges. It is fundamental to identify these challenges to come up with the best formula of ELT strategies, such as reconstructing the mentality of learning and integrating roles of various parties. The results of this study provide a comprehensive picture regarding with the reality of ELT during pre-to-post pandemic and as the literature for EFL teachers to develop their professionalism as well as become the considerations for education stakeholders.

Keywords: online teaching and learning; ELT challenges; online learning readiness; Systematic Literature Review, Indonesian EFL

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*Correspondence:

Eni Faridah
eni.faridah@stkipjb.ac.id

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INTRODUCTION

When a language becomes the official language of the country, concerned citizens must prioritize its learning as quickly as possible, especially in the current era of globalization which has no borders ([Avinash & Samson, 2014](#)). English, for example, becomes the first and world-wide lingua franca for most people in many countries. There are approximately 375 million first language speakers and 750 million second language English speakers. English has official or special status in 70 countries ([Crystal, 2003](#); [Reddy, 2016](#)). It is widely used for high-level government, trade, industry, interstate interaction between governments in other countries, academic purposes, tourism, finance, and in many of public places. For instance, as soon as we enter the airport, it is not difficult to realize first where we are going since the notice boards, tables and warnings are posted for international ports, and most of them written in English.

According to [Ilyosovna \(2020\)](#), there are several valuable reasons of why should we learn English since it opens new opportunities of career, is the top language of the internet, is the language of the media industry and business and may give us access to multiple cultures. Furthermore, another important reason is stated by [Crystal \(1997\)](#) that English is the source of much knowledge in the world, especially in the fields of science and technology. One of the most important reasons why so many nations have made English an official language is because of its educational value. As it turns out, many English learners may have variety good reasons to learn. Once, [Broughton et al \(1978\)](#) asserted that English does belong to the whole world, not to all English-speaking countries.

Basically, English is not only enabled us to communicate with native English speakers but it is also the second most common language in the world. Therefore, the market for English as a second language is booming and most people tend to take courses that help them improve their capability ([Ilyosovna, 2020](#)). More students than ever are learning English as a foreign or second language in both English-speaking and non-native-speaking environments. An interesting result of this English extension is the English variety now known as World English or WE ([Webb, 2015](#)). Fundamentally, it is important for learners to acquire English at a young age as English is a universal language that is used primarily in primary and secondary schools and in everything ([Akçay et al., 2015](#)). In this case, schools play an important role in teaching learners about its importance and how to acquire the language itself ([Ahmed, 2015](#); [Nguyen & Terry, 2017](#)). According to [Dong, G., & Ren \(2013\)](#), acquiring a language means not only understanding the concept or nature of that language, but being able to speak the language fluently and motivates learners to acquire the language.

Today, with the emergence of the role of English as an International Language (EIL) and World Language (ELF), it is not surprising that English language education has become important in many countries. For decades, English Language Teaching (ELT) professionals in Indonesia have adopted the teaching model developed in Western countries ([Wang, H. & Hill, 2011](#)). Most Indonesians see English as the gateway to better jobs and higher social status. This is what we so-called as the instrumental theory of the global spread of the English language ([Pan, 2011](#)). The belief of English as a tool to compete internationally, cause the increasing number of schools from kindergarten to university, in which English is used as a medium of instruction in Indonesia. According to a 1967 ordinance of the Ministry of Education and Culture, the role of English in secondary schools is to promote relations with other countries and to advance their national foreign policy as well as national development. Thus, English became a compulsory subject which must be taken in the final examinations. Historically, English was not compulsory in primary school till the 1994 curriculum has been revised. The Ministry of Education has authorized primary schools to include English as a subject for fourth, fifth and sixth grades

([Jayanti & Norahmi, 2014](#)). Given the importance of English proficiency in Indonesian society, it is one of the foreign languages currently being learned at all levels. Yet, it has always been challenging to teach English as a foreign language since there always be imperfections of institutions, people, situation which can be called as adverse circumstances to carry out ([Brown, 2001](#)).

Contextually, teaching English in Indonesia faces many challenges that are not yet 100% resolved as it has been proposed by several studies ([Agung, 2019](#); [Hatmanto & Purwanti, 2019](#); [Mahanani, 2017](#); [Amalia et al., 2021](#)). Traditional methods in Indonesia use memorization and form-focused gestures, which have been shown to be ineffective by some studies ([Wang, H. & Hill, 2011](#)). Even in the context of an educational crisis during pandemic, this creates new problems in the practice of distance learning. T-based learning, or more commonly called as e-learning, is a form of education that uses IT in its teaching methods. This form of education based on the concept of e-learning was defined in the early 90's (exactly in 1988). Teaching methods of e-learning can also exist between teachers and students who use technology to separate learning space and time to assist in learning activities so that the form of teaching is similar to distance learning ([Keegan, 1988](#)). Thus, education practitioners and stakeholders in Indonesia should not consider this idea of online education as completely new as there have been many conferences, seminars and workshops which introducing online learning as well as its implementation.

Unfortunately, not every teacher or parent experiences the same level of digital literacy on a global scale ([Karakose, 2021](#)). Even in a crisis situation, not every individual can quickly adapt to technology-based online education such as how Emergency Remote Learning (ERL) is massively introduced during COVID-19 pandemic. It basically aims to transition from traditional learning methods ([Rahiem, 2020](#)). Due to crisis circumstances, ERL is a temporary shift of delivery in providing access to instruction and instructional supports that can be done remotely from home. Fundamentally, the implementation of ERL in crisis conditions is very different from online education, which is well designed. Thus, the unpreparedness of the Indonesian education system is emphasized by this difference ([Hodges et al., 2020](#)). Apart from the urgency in implementing ERL, the problems arise since it takes what should be learned during face to face mode and turns it into digital learning. There are number of studies conducted by aiming to reveal the challenges in EFL teaching context occurred due to the outbreak of COVID-19 as well as proposing the strategies or solutions to each problem ([Prasetya, 2021](#); [Muawanah et al., 2021](#); [Hermansyah & Aridah, 2021](#); [Muslimin & Harintama, 2020](#); [Kristina et al., 2021](#); [Anggraini, 2021](#); [Anggeraini et al., 2020](#); [Sulistyo et al., 2021](#), [Diana et al., 2021](#); [Iswati, 2021](#); [Nartiningrum & Nugroho, 2021](#)).

A variety of issues range from technical, educational, socio-economic to political issues are revealed. Based on the literature search, the researcher noted that from a series of studies that identify problems and strategies offered for

education during the pandemic, the research potential remains context-independent and limited in scope. As one of the studies conducted by [Songbatumis \(2017\)](#) revealed MTsN Taliwang dealing with the challenges of teaching English. They are divided into two parts: student's challenges and teacher's challenges. The result of the study stated that students suffer from lack of vocabulary, poor concentration, lack of discipline, boredom, and conversational problems. Meanwhile, teacher's challenges include lack of teacher training, language proficiency issues, limited teaching proficiency, IT unfamiliarity, and lack of professional development. This context obviously focuses on only one place.

Meanwhile, Indonesia's diversity holds many problems, some that come to the fore and some that do not such as the process of teaching English in remote areas revealed by [\(Agung, 2019\)](#). According to his research, the barriers include poor student language comprehension, limited of learning resources, communication gaps between teachers and students, student enthusiasm, lack of participation in learning, social issues and lack of environmental support. Despite being in different contexts and locations, the problems that arise in the mentioned studies over the two years are the same. This point does reinforce the fact that Indonesian education, especially English language teaching is not equal yet. Therefore, the ultimate purpose of this research is to synthesize the challenges of ELT in Indonesian context from pre- to post-pandemic, the strategies presented in the existing studies in overcoming the challenges as well as synthesizing the mentality of online learning since everything is carried out online. Furthermore, this study also aims to provide a complete overview of the reality of ELT in pre-to-post pandemic and to bridging up the challenges associated with the online learning mentality to develop ELT best practices in Indonesia. Additionally, the complexity of English language teaching features – so-called as multidimensional – and the change in the EFL context should contribute to the decisions that need to be taken to improve the teaching performance.

METHODS

Review Method

A systematic literature review (SLR) identifies, assesses, interprets and analyzes available research results related to a formulated research question, topic or phenomenon. The main objective of a systematic review is to provide a comprehensive view, to gather evidence on specific issues and to provide a summary of the literature.

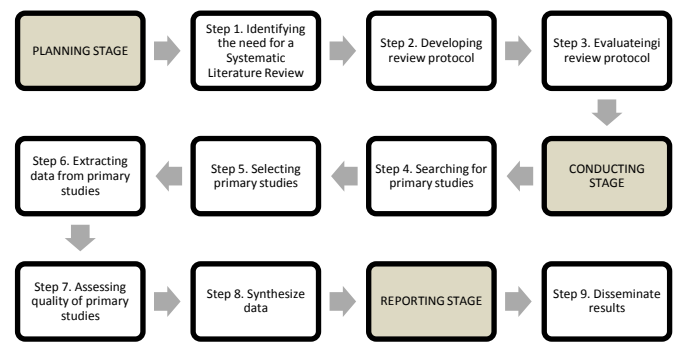


FIGURE 1 | Stages in Reporting Literature Review

In this study, the SLR was based on the recommendations of [Kitchenham & Charters \(2007\)](#) to identify, assess, interpret and analyze the available research in order to answer specific research questions on pre-pandemic to post-pandemic ELT problems, strategies for adaptation and e-learning mentality suggested in existing papers. This research consists of six steps which include the formulation of research questions, the research process, determination of inclusion and exclusion criteria, data extraction, quality assessment and data analysis. An explanation of each step is provided in the following subsections. In addition, [Figure 1](#) performed three stages in conducting SLR.

Research Questions (PICOC)

Research questions (RQs) were specified to keep the review focused. They were designed using the Population, Intervention, Comparison, Outcome and Context (PICOC) criteria ([Kitchenham & Charters, 2007](#)) [Table 1](#).

TABLE 1 | Criteria and Its Scope

Criteria	Scope
Population	The papers which provide empirical studies related to challenges on online mode setting of ELT during the pandemic as well as before the pandemic in Indonesia The papers which demonstrate strategies in overcoming the existing challenges Papers which demonstrate readiness of EFL teacher and student regarding with online learning
Intervention	Existing works that propose strategies on online mode setting challenges of ELT during the pandemic as well as before the pandemic
Comparison	The challenges on online mode setting of ELT during the pandemic as well as challenges before the pandemic The proposed strategies in overcoming the existing challenges The readiness of EFL teacher and student regarding with online learning

Outcomes	Revealed challenges, proposed strategies and readiness in ELT of Indonesia context both online and F2F mode in order to propose a comprehensive insights of ELT growth as literature for EFL teachers to develop their professionalism as well as become the considerations for education stakeholders.
Context	ELT in Indonesian EFL setting

Based on the research questions structure, the detailed RQs are structured as follows in [Table 2](#):

TABLE 2 | Research Questions

RQ1:	What are the challenges concerning on online mode setting of EFL in Indonesian context during the pandemic?
RQ2:	What are the challenges concerning on ELT before the pandemic in Indonesia context?
RQ3:	What are the proposed strategies on the previous papers in overcoming the existing challenges?
RQ4:	How is the readiness of teacher and student regarding with online learning?

Search Process

The search process (Step 5) consists of iterative activities. Before starting the search, an appropriate set of databases must be chosen to increase the probability of finding highly relevant papers. It is undeniable that the most popular literature databases provide the broadest set of studies possible but in this study, the researcher selected Google Scholar and Semantic Scholar as consideration of its availability regarding with relevant information identified from the respective databases. Here are the following steps involved in the search process:

1. Identifying the search terms from PICOC criteria
2. Identifying the search terms from relevant titles and abstracts and RQ of each paper
3. Identifying the synonyms, alternative spellings and antonyms of the search terms
4. Executing initial search in online database library
5. Recording the search result for exclusion and inclusion purposes
6. Storing up the papers found to the Mendeley Desktop (www.mendeley.com)

The search terms used for this paper can be divided into two groups. The first group includes terms that relate to ELT challenges in pre-pandemic to post-pandemic. While the second group clusters terms related to the mentality of ELF teacher and student regarding with online learning. The search terms in this set include as follows in [Table 3](#):

TABLE 3 | Search Keyword Code

Search Keyword Code	Detailed Keywords
S1	Challenges of online mode setting in ELT during the pandemic <i>“challenges in teaching English online” OR “difficulties in teaching English online” OR “obstacles in teaching English online” OR “barriers in teaching English online” OR “issue in teaching English online” OR “problems in teaching English online” AND</i>
S2	Challenges of F2F learning in ELT before the pandemic <i>“ELT difficulties in Indonesia” OR “ELT problems in Indonesia” OR “obstacles in ELT” OR “barriers in teaching English” OR “issue in teaching learning English” AND</i>
S3	Mentality of teaching and learning English Online <i>“online ELT readiness” OR “online ELT preparedness”.</i> <i>**The additional phrase of “In Indonesia” behind the keyword is done during the search process for more specific search results</i>

In the process of searching relevant literature, the researcher applies the function of Boolean logic ([Edwards, 1971](#)) to specify the search results due to the availability of thousands studies in online databases such as Google Scholar and Semantic Scholar. Boolean logic is a form of algebra centered around three simple words known as Boolean operators: "or," "and," and "not." The essence Boolean logic is the idea that all values are either true or false.

Inclusion and Exclusion Criteria

The review and selection process will be based on the inclusion criteria that concern on challenges and strategies on online mode setting of ELT during pre-pandemic to post-pandemic, proposed strategies and mentality of online learning. The papers that are out of the inclusion criteria will be automatically excluded for final short-listed and selection, [Table 4](#).

TABLE 4 | Inclusion Criteria

Inclusion Criteria	Description
Topic	(1) The papers have explicitly addressed the challenges which concern on online mode setting of ELT during the pandemic (2) The papers have explicitly addressed the challenges which concern on ELT before the pandemic (3) The papers proposed strategies in overcoming the existing challenges in ELT of Indonesia context both online and F2F mode

	(4) The papers demonstrate the readiness of EFL teacher and student regarding with online learning
Title	Include relevant terminologies of the search terms
Abstract	Systematically written and include several components such as background, research significance, methodology, results and conclusion
Context	Indonesian context
Period	The papers were published between 2017-2021
Research Base	The papers performed qualitative, quantitative and mix methods studies
Type of paper	Journals and proceedings
Language in Use	Written in English

Data Extraction

After conducting the search of primary studies (Step 5), thus, the selected primary studies are extracted to collect the data that contribute to addressing the research questions. For 58 selected primary studies, means as the completion of Step 6. The data extraction is performed in an iterative manner.

Quality Evaluation and Data Analysis

Quality assessment studies can be used to guide the interpretation of synthesis findings and to define the strength of elaborate estimates. The goal of data synthesis is to gather evidence from selected studies to answer research questions. A single evidence may have a small proof force, but the aggregation of most of them only can make a stronger point. The data extracted in this review include quantitative data and qualitative data. Different techniques have been used to synthesize the extracted data for different types of research questions. In general, the descriptive synthesis method was used. The data is tabulated consistently with queries. Some figures and tables were also used to enhance the presentation of the challenges on online mode setting of ELT during the pandemic as well as before the pandemic in Indonesia context and to present papers which demonstrate strategies in overcoming the existing challenges and to generate the mentality of online learning. In addition, to validate the quality of the selected articles, a few questions have been developed as a guideline to select relevant articles for this study. This phase is vital to ensure that only relevant, valid and related articles to the study were selected and applied to comply with quality assessment. Articles will be included based on the evaluation as below:

1. Clearly discussing the topic related to challenges concerning on online mode setting of ELT during the pandemic
2. Clearly discussing the topic related to challenges concerning on ELT before the pandemic
3. Clearly demonstrate strategies in overcoming the existing challenges.
4. Clearly stated the mentality of online learning

Thus, for the articles that partially engaged the evaluation process, the search process was clarified to retrieve relevant and appropriate information to fulfill the quality evaluation; otherwise, the article will be excluded. This process on the selected paper is important to gain the accuracy of the data extraction results. [Table 5](#) depicts the questions used in the article's selection process.

TABLE 5 | The Question of Quality Assessment

Question	Motivation	Answer
Do the papers report challenges concerning on online mode setting of ELT during the pandemic?	Identify the significant challenges on ELT in Indonesia context during the pandemic	(Yes/No/Partially)
Do the papers report challenges concerning on ELT before the pandemic?	Identify the significant challenges on ELT in Indonesia context before the pandemic	(Yes/No/Partially)
Do the papers demonstrate strategies in overcoming existing challenges?	Identify the proposed strategies in overcoming the existing challenges	(Yes/No/Partially)
Do the papers demonstrate readiness of EFL teacher and student regarding with online learning?	Identify the readiness of EFL teacher and student regarding with online learning?	(Yes/No/Partially)

RESULTS AND DISCUSSION

Based on the implementation of the search protocol, the results obtained represent issues related to challenges in the pre- and post-pandemic period, a proposed strategy based on previous research to overcome existing problems (the proposed strategy include in the same papers which discuss about the challenges, yet not all papers provide such solutions or strategies) and an online learning mentality.

[Figure 2](#) shows that from the initial phase of the search, there were 272 papers as well as the proceedings at one time. Meanwhile, different numbers of papers were obtained from each database. After going through the selection process, the number of papers, including qualifications, dropped dramatically. Then, during the selection phase, the researcher makes a feasibility assessment based on the title and abstract, which then leads to the full article review phase.

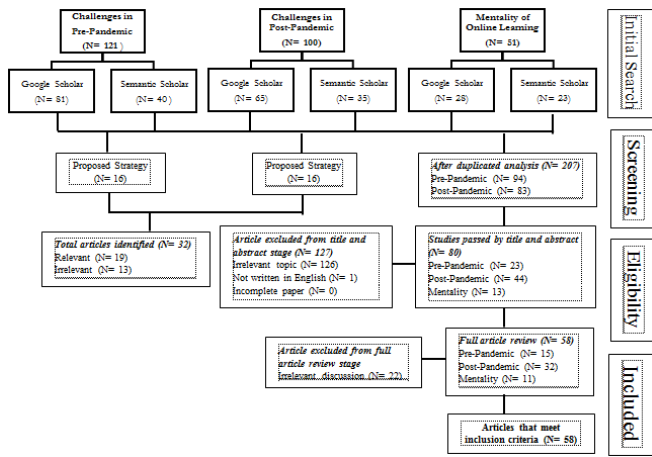


FIGURE 2 | Papers Identified

As a result of a lengthy process, 58 papers were obtained that met the criteria for inclusion, included the identification of the proposed strategy in the same journal, and the mentality of online learning. Furthermore, the discussion will be generated as the following subsections:

ELT Challenges Identified in Indonesian EFL context

Based on RQ1 and RQ2 (Table 2), the search results found many ELT challenges in Indonesia and instead became a continuation crisis of issues that were not fully resolved prior to the pandemic. Details of the issues can be seen in Table 6 – Table 10 and are divided into four sections, including: (a) technical challenges, (b) pedagogical challenges, (c) socio-economic challenges, (d) institutional and government policies challenges. Basically, Indonesia’s budget allocation to national education comes from the national budget and APBD by 20%. It is obvious that budget allocation is closely linked to government policy. One concrete form of this funding program is the existence of a BOS (School Maintenance Fee) that covers book prices and other costs. In addition, there is also a free school program. Apparently, these programs really help the community get a better education, but the existing gaps are very complex.

Based on UNICEF Indonesia data, it has been revealed that Indonesian children are more likely to attend school than ever before. Despite this truth, about 4.4 million children and adolescents between the ages of 7 and 18 are still excluded from school. Ironically, the poorest children or those with disabilities and living in backward areas are most at risk of dropping out of school. Coupled with cases of corruption in education, not to mention the problems of geography and access to education itself. The ICW (Indonesia Corruption Watch) has found that scholarships, research grants, school facility and infrastructure budgets are the most prone to corruption.

TABLE 6 | Technical Challenges

Pre-Pandemic	Post-Pandemic	
	Technical Challenges	
a) The absence of adequate facilities	a) The absence of adequate facilities	e) Sharing smartphone may cause the punctuation of attending the online teaching and learning
b) Huge class capacity	b) Unsteady network connection due to geographical aspect	f) Outdated gadget may not be unsupportive for online teaching and learning
c) Limited learning duration	c) Huge class capacity	
d) Aids and time availability for teaching	d) Limited learning duration	

Based on those heartbreaking facts, in this study, several challenges that were identified are fundamentally integrative, which means that one aspect influences the other ones. We simply take into account the technical issue linked to the lack of educational equipment that is also inseparable from government policies. If the budget is uneven or stumbles on cases in the middle of its distribution, it will also greatly affect the development of education. In Table 6, the issue of educational facilities before the pandemic was found especially in less developed areas (Agung, 2019). Even during the pandemic, we still experience similar difficulties, especially when integrating technology with English language education in formal setting (Muawanah et al., 2021; Bhuana & Apriliyanti, 2021; Katemba, 2020).

Before this condition completely solved (Mulyadi, 2018; Uspayanti, 2021), technical problems were exacerbated during the pandemic, such as unstable internet services by geographic factors (Nugroho & Atmojo, 2020; Katemba, 2020; Prasetya, 2021; Ariyanti, 2020; Muslimin & Harintama, 2020; Kristina et al., 2021; Ariani & Tawali, 2021; Anggraini, 2021; Anggeraini, 2020; Sulistyo et al., 2021; Iswati, 2021; Suhainah & Setyowati, 2021; Nartiningrum & Nugroho, 2021; Wulandari, 2021; Sundarwati & Pahlevi, 2021; Putri, 2021; Syarifah & Zainil, 2021; Famularsih, 2020; Rinekso et al., 2021; Daar & Nasar, 2021).

Moreover, due to certain factors, not all students are able to afford good gadgets, so sharing smartphones as a learning tool is one of the obvious solutions and obstacles all at once. Although, the Indonesian government has made various efforts to achieve the goal of equal education, the goals of improving access and quality of education itself are still far from being achieved. In fact, inequality still becomes a significant problem. Furthermore, the large classroom capacity is a challenge for teachers to manage classes both face to face and online learning.

In another study conducted by [Aoumeur \(2017\)](#) revealed the results of 200 participants involved reported that large classes are particularly overcrowded. 169 participants from 200 people chose small classes since their involvement would be much more intensive during teaching and learning process. While [Daniel \(2012\)](#) discussed the effects of large classes on learning performance with 42 teachers and 342 students. The study showed the disagreement of the lecturers that large class-sized affected the quality of their teaching. They also disagreed with the statement that the large size of the classroom makes it difficult for assessment. Students, on the other hand, agreed that the large size of the classroom makes it difficult for lecturers to focus on weaker students and provide remedial. Meanwhile, [Zayed \(2016\)](#) study outlines the pros and cons of a small class concept.

According to his study, the advantages of teaching a small class are mainly its simplicity of class management, personalization and communication. Besides, the disadvantages of small class-sized mentioned are mainly the lack of diverse ideas and attitudes. He also believes that the creative instructor can make the most of the advantages and eliminate the disadvantages.

Aside from technical issues, the pedagogical challenges come from several elements i.e. teachers, students, media and teaching materials. It is quite difficult to identify the complexity of teachers and students issue since they are interconnected. For one example is the issue of less qualified English teachers.

TABLE 7 | (Teacher) Pedagogical Challenges

Pre-Pandemic	Post-Pandemic	
(Teacher) Pedagogical Challenges		
<ul style="list-style-type: none"> a) Communication gap between teacher and student b) Implementing different teaching and learning methodology c) Class management d) Time management e) Emotion management f) Teaching performance g) Interaction with colleagues and students' parents h) Ability to engage students' participation i) Professional development 	<ul style="list-style-type: none"> a) Teacher's motivation and anxiety b) Less confidence to perform teaching c) Less qualified d) Resistance to change e) Negative attitude f) Low digital literacy g) Communication gap between the teacher and student. They mostly take too long to text back to students' needs h) Less preparation of online teaching and learning i) Less experience of online teaching and learning j) Limited resources for teaching online and inadequate teacher training 	<ul style="list-style-type: none"> k) Passive interaction to the student and lack of strategies for students' engagement l) Giving less feedbacks for students' growth m) Class management issues to accommodate students' motivation, engagement and participation in the class n) Learning outcomes and assessments o) Time management as well as time consuming to prepare online learning materials p) Incapability to assess the students' development or to give particular feedbacks q) Incapability to implement the appropriate method of teaching and learning online r) Incapability to explain the material well during online classes s) Simultaneous agendas
Material		
<ul style="list-style-type: none"> a) Limited resources materials b) Irrelevant materials to student's life context c) Difficult materials 	<ul style="list-style-type: none"> a) Lack of supplementary materials to vary the online teaching and learning process 	
Media and Facilities		
<ul style="list-style-type: none"> a) Lack of supporting media especially in less-developed area since the absence of electricity b) Limited facilities 	<ul style="list-style-type: none"> a) Incapability of teacher in choosing the appropriate media b) Accessibility of the teaching media 	<ul style="list-style-type: none"> c) Compatibly tools to access the media d) Good and better media of online teaching cost a lot of internet services

There are actually many problematic things that become pedagogical issues of English teachers before the pandemic and become way more complicated when the pandemic required virtual learning. From a psychological point of view, teachers are also challenged to be free from anxiety and their professionalism to be more technically literate on technology. In a survey conducted by [Hatmanto & Purwanti \(2019\)](#), the challenge of computer anxiety is felt not only by students but also by teachers. Technical barriers, such as poor quality internet services, are frustrating because the material is difficult to deliver and access, resulting in students not being able to submit assignments on time. This pedagogical challenge may be related to the technical challenges mentioned above, as well as to the sub-challenges described further. In sum, [Table 7](#) provides details regarding with the pedagogical challenges teachers have experienced. This data is supported by the pedagogical challenges experienced by the students as can be seen in [Table 8](#). These two entities, both student and teacher are interconnected since they are the actors in education.

TABLE 8 | (Student) Pedagogical Challenges

Pre-Pandemic	Post-Pandemic	
	(Student) Pedagogical Challenges	
a) Low proficiency of language comprehension	a) Low understanding of instructional learning design given by the teacher	e) Time management between studying and helping parents at home
b) Linguistic competence	b) Passive participation	f) Different ability
c) Cognitive issue	c) The abundance of student's workload which eventually reduce their motivation of learning and class engagement	g) Low digital literacy
d) Personal issue such as shyness, anxiety, confusion, lack of confidence and fear of making mistake	d) Personal issue such as being less confidence, self-awareness in attending virtual classes	h) Student's boredom and anxiety
e) Native language interference		i) Cognitive issue
f) Student's learning motivation		j) Student's poor independent study skills
g) Student's different learning style and interest		k) Students mostly take too long to respond the teacher's text

We all agree that one of the determining factors in the success of teaching and learning English is the ability of the teacher. If a teacher cannot become a role model in English practice, then students cannot be required to be proficient in English, regardless of other factors that affect the student's ability. Meanwhile, social-economic problems were also identified before and during the pandemic that less

environmental support affected the continuation of English learning.

TABLE 9 | Socio-Economic Challenges

Pre-Pandemic	Socio-Economic Challenges	Post-Pandemic
a) Lack education environment al support from society	a) The absence of parents' guidance at home due to work and other business b) Financially unsupported to afford a good smartphone and internet connection	c) Unstable environment to provide support for online learning d) Most of educational elements are having lack of cultural adaption since the outbreak of COVID-19 change most of life aspects

The situation became even worse when the pandemic hit, where many families were affected economically and therefore could not afford good devices to support online learning. In addition, the less guidance of parents at home happened due to the need to earn a living. A study by [Churiyah et al \(2020\)](#) also emphasized that parents are not yet ready to face virtual learning since they must also give their children the understanding to learn at home, just like at school. Some highly educated parents also try to learn the material studied by their children, so that they can also help their children to perform tasks whenever the child does not understand.

Adapting new habits like this is indeed a great challenge for everyone, which is why strategy suggestions and criticisms have emerged and specifically addressed to the education stakeholders. The availability of access to facilities, or even education itself, is a challenge for them, as Indonesia has variety of characteristics, both in terms of region and society. The [Table 10](#) below is the identified challenges related to the government and its policies.

TABLE 10 | Institutional and Governmental Policies Challenges

Pre-Pandemic	Post-Pandemic	
	Institutional and Governmental Policies Challenges	
a) Unsupported facilities	a) Providing less facilities support as barriers to ICT/technology especially in less-developed areas	b) Providing less effective training for teacher professional development especially in integrating ICT to the teaching and learning process
b) Curriculum development		

- c) Providing less supportive e-learning platform

Strategies Identified in the Existing Paper in Overcoming the Existing Challenges

Once challenges have been identified, not all papers offer a strategy for addressing existing challenges. As it can be seen in [Figure 2](#), the proposed strategy for the previous total articles is 32 out of 59. By going through the screening and eligibility stage, there are 19 relevant articles. Each proposed strategy is intended to overcome one particular challenge. Thus, researcher classifies them into two integral parts: (a) education strategy and (b) institutional and governmental policies strategy. One of the studies conducted by [Mahanani \(2017\)](#) showed the problems experienced by the students as well as the strategies to overcome.

The main challenges faced by students are the low level of English language proficiency, i.e. lack of vocabulary, grammatical knowledge and fear of making mistakes. Based on this problem, [Mahanani \(2017\)](#) proposed a strategy whereby teachers should be aware of the challenges of the students so that they can create suitable material for their students and assist them in competency development. Moreover, virtual learning becomes a major issue in the midst of pandemic since teacher is required to continue to provide effective learning.

[Table 11](#) shows the strategies identified from 19 relevant articles, which are expected to provide meaningful insights for English teachers to perform better.

On the other hand, students should also have intrinsic motivation and a good sense of cooperation with the teacher. Thus, it is expected to be able to solve the problems of the students whether cognitive, meta-cognitive as well as learning preference. Meanwhile, the teacher should try their best to find the right method and right material for effective learning process. In addition, students should be more active in learning and practicing English regularly. [Table 12](#) provides strategies that should be considered by students and parents at the same time since student's internal factors are built for the first time in their home environment. This point is getting stronger in that role integration is crucial to learning success.

Meanwhile, technical issues such as limited access to internet services are the responsibility of policymakers, as education is a field that integrates the roles of teachers, students, parents and education stakeholders. Thus, there are some areas and certain capacity that can be done by every party to pursue the goals of education, especially in learning English. We can see in [Table 13](#) that the proposed strategy of infrastructure development before the pandemic become a similar strategy proposal during the pandemic.

TABLE 11 | (Teacher) Pedagogical Strategy

Pre-Pandemic		Post-Pandemic	
(Teacher) Pedagogical Strategy			
a) Applying different instructions in handling heterogeneous classes	f) Motivating and encouraging students	a) Creating representative lesson plan	e) Finding references to create a fun and interesting class
b) Applying appropriate classroom management	g) Designing a collaborative class and the appropriate method for each skill given in the class	b) Actively participate in teacher professional development	f) Creating an online open or interactive discussion
c) Creating positive understanding and paradigm of learning English	h) Explicitly teach vocabularies enrichment	c) Providing particular reward for the students to create a challenging and competitive classroom	g) Improving the quality of teaching and understanding of integrated ICT
d) Conducting the student-centered approach	i) Performing English like acquiring the first language or simply make it as habit	d) Considering the student's capability in obtaining a good internet services	h) Enduring the problems occurred for a stable emotion while teaching

TABLE 12 | (Student) Pedagogical Strategy

Pre-Pandemic	Post-Pandemic	
(Student) Pedagogical Strategy		
a) Self-motivated	a) Doing peer feedback	f) Perform a good cooperation with the teacher
b) Perform a good cooperation with the teacher	b) Preparing phone credits	g) Actively participate in the teaching and learning process
c) Actively participate in the teaching and learning process	c) Extensively learn and perform an independent learner	h) Practicing English regularly and independently outside of the class
d) Practicing English regularly and independently outside of the class	d) Searching for the best place to obtain a good internet signal	
	e) Being self-motivated	

Financial support may not be sufficient. Thus, moral support is also essential for teachers to sustain learning and the involvement of teachers in policy making will be an important reform in education, as teachers are the main actors who have direct contact with students. Or at the very least, the teacher can independently determine the indicators of success in learning English, which is more communicative. However, this must also be balanced with better human resources. [Table 13](#) presents the strategies identified for policy stakeholders from the relevant papers.

TABLE 13 | Institutional and Governmental Policies Strategy

Pre-Pandemic		Post-Pandemic	
Institutional and Governmental Policies Strategies			
a) Prioritize the infrastructure development	a) Prioritizing the infrastructure development such as a good internet access		
	b) Providing the best support for the teachers and student's effort		
	c) Providing good and better media of online teaching		
	d) Providing more resources of online teaching and learning		

The Mentality of Online Teaching and Learning in Indonesian EFL Context

[Figure 2](#) shows the number of articles related to the e-learning mentality. Based on the 11 articles included in the inclusion criteria, there are 4 articles that are indicated to be ready to implement e-learning, 3 other articles are indicated to be in moderate readiness, while the remaining 4 articles are indicated to be not ready. Many studies have shown that learning through online platforms does not completely work due to unpreparedness since not most of teachers are fully integrated with the technology to teach virtually.

Consequently, it creates problems that teachers face during distance learning ([Champa et al., 2019](#); [Hung, 2016](#); [Lee, 2020](#); [Nugroho & Atmojo, 2020](#)). This is in contrast to the expectation that learning through virtual platforms will enable deeper learning within discussion forums and pave the way for students to explore more. However, students rate online courses lower than face-to-face courses. They also expect instructors to more effectively provide guidance that teachers may not meet their expectations in online classrooms ([Lowenthal, P., Bauer, C., & Chen, 2015](#); [Shearer, R. L., Gregg, A., & Joo, 2015](#); [Young, 2010](#)). Somehow, the level of teacher readiness is also influenced by the challenges experienced by the teachers.

TABLE 14 | Mentality of Online Learning

No.	Reference	Mentality		
		Ready	Moderate	Not Ready Yet
1	Karuaniasih (2021)	√		
2	Rochmawati et al (2021)		√	

3	Wulanjani & Indriani (2021)		√	
4	Churiyah et al (2020)			√
5	Pusparini et al (2018)		√	
6	Khalik & Putro (2021)	√		
7	Meladina & Zaswita (2020)			√
8	Situmorang et al (2021)	√		
9	Mutiah et al (2020)	√		
10	Nugroho & Mutiaraningrum (2020)			√
11	Yosintha (2020)			√
TOTAL		4	3	3

Basically, the challenges faced by teachers are not only in technical skills, but also in teacher's experience, material suitability, learning plan, material design and development ([Besser, A., Flett, G. L., & Zeigler-Hill, 2020](#); [Gao & Zhang, 2020](#)). In the study conducted by [Karuaniasih \(2021\)](#) shows that the level of readiness of English teachers is categorized ready since the teachers are ready to teach English through distance learning. Based on the result found, their readiness is triggered due to the existing challenges of online learning such as connection problems, selection of appropriate learning model and environmental problems.

Thus, after going through a difficult experience, teachers in SMAN 1 Kubutambahan are willing to improve themselves by participating in workshops that have trained and prepared them to adjust materials and select appropriate teaching models. The different levels of readiness arise from the study conducted by [Wulandari \(2021\)](#) which shows that the mentality or readiness of Tidar University students to learn online was at a moderate level. There are several reasons for this readiness, such as the confidence of students to use the internet in finding online resources to gather information about the materials taught during online learning.

The second reason is that they perceive the assigned tasks as an essential trigger that has led to a high level of motivation to learn. Another finding found by [Churiyah et al \(2020\)](#) is the unpreparedness to learn online. This conclusion was drawn based on the results of in-depth interviews with students, teachers and parents. Despite the Minister of Education and Culture announcing readiness for online learning, yet readiness needs to be re-examined in both urban and rural areas since low digital literacy skills of students and teachers may emerged as a continuous problem.

This number may not be significant, but the lack of preparation in 3 related articles indicate that we have not yet achieved a stable education. Even though the narrative of online learning has been introduced by scholars for decades

such as the term CALL (Computer Assisted Language Learning) that was developed in language teaching in the early 1980s (Chapelle, 2001). Many scholars have tried to define CALL, such as Beatty (2003) who asserted that CALL is a process in which students use computers to aid in the process of language development.

Over time, scholars have proposed other conceptions related to integrating technology into language learning, such as TELL (Technology Enhanced Language Learning), WELL (Web-enhanced Language Learning), NBLL (Network-based Language Learning) to MALL (Mobile Assisted Language Learning). Related to this development, the essential question is, "Is our education ready for the rapid growth of science and technology?" Or if we are allowed to ask a reflective question, "Will this e-learning concept only become a trend during the pandemic, especially in Indonesia?". Even though the concept of integrated technology with language learning has been introduced long before the pandemic, the last reflective question is "Are we really that far off behind?".

CONCLUSION

The problem that arises in ELT in Indonesian context should become a collective problem that requires the participation of various parties. Based on the many surveys conducted and then integrated in this paper are meant to be a message for students, teachers, parents and policy makers to develop ELT best practices. The best formulation can only be done when challenges in all aspects are identified. In the initial search stage, researcher found 272 papers, both journals and proceedings related to ELT challenges from pre-to post-pandemic. Through a series of processes, the number of final papers that selected based on the inclusion criteria was 58. The issues revealed were then categorized and it may be concluded that the ELT journey in Indonesia did not experience much development other than ICT integration during the pandemic.

Moreover, student's cognitive aspect is also a crucial component to measure the level of learning success. Even classic problems such as lack of facilities has been occurred before the pandemic and became a proposed strategy to overcome the challenges of distance learning during the pandemic. In addition, teacher competence has also become a serious topic throughout the centuries. The fact that even in implementing ICT during the online learning also pose a new problem or can be assumed as a continuation of existing problems that have not fully developed yet. However, in existing studies, the proposed strategy did not have a significant effect on changes.

In fact, the mentality or readiness to implement e-learning has not yet been fully realized. So, how do we run ELT practice in the future, then? Despite the comprehensive image of future learning, moral and financial support from policy makers or education stakeholders also contributes to the development of education, especially in English teaching

and learning performance. In addition to technical issues, strengthening human resources should also be a development priority. This research is expected to be a trigger as well as an alert for every element involved in education. Further studies are also expected to provide more comprehensive evidences to create a much better formula for ELT practices in Indonesia.

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