

PROBLEMS ENCOUNTERED IN ENGLISH TEACHING IN ONLINE LEARNING

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Abstract. Online learning requires more of students' self-reliance and responsibility because the learning mode gives students more control over their learning experiences. Students can use the internet to access lectures, assignments, and instructional resources through online learning. One of the biggest benefits of online learning is its flexibility, which lowers barriers to education by allowing students to study at their own need anywhere. Students and teachers can participate in asynchronous learning activities that can be customized to meet each student's needs or in-person interactions using learning management systems (LMS) like Canvas and Moodle, as well as platforms like Zoom and Google Classroom. In gaining data, online questionnaires then uploaded in google form to be accessed then to be answered by three English teachers in SMP Angkasa. The results, show that the three English teachers had several problems that encountered in online teaching process that classified into understanding on the material, the teachers' ability to use technology in online learning, the limitation in the learning controlling, media of online learning, internet access, internet quota, and the less students' enthusiastic to participate in online learning, lack of direct supervision by teachers, which unable to support them to stay motivated, focused, and organized.

Keywords: *problem, teaching learning process, online learning*

INTRODUCTION

Online learning refers to e-learning or digital education, which has grown in popularity as a way to learn in recent years. Learning management systems (LMS), websites, and video conferencing tools are examples of digital platforms that are used to support instructional process. It has been integrated into education in the modern era (Waang and Chung, 2024). Flexibility is a major benefit of online education (XiaYuefan., Yawen Hu., Chenyi Wu., Ling Yang., 2022) whereby it offers flexible, accessible, and students educational experiences (Shivangi, 2020).

Online learning also creates students' competence to access lectures and instructional materials at anytime and anywhere, (Tao & Gao, 2022) then makes it simpler for students with hectic schedules. Students can learn at their own pace and take their time to completely comprehend topics before moving on to other material because of this flexibility(Zhang, Z ., Liu & Lee., Beng, 2021).

Online learning environment (Alawamleh et al., 2022) is not only useful for students to access knowledge and materials but also to associate and make collaborations among course participants Online learning is defined as learning carried out from a distance assisted by electronic devices, for instance tablets, smart phones, laptops, and computers which require internet connection (Gonzalez, D., & Louis,

2018). Therefore, online learning is a teaching learning process through online system which needs electronic devices (Malasowe, B., Maureen, A., Okpako, A., Aghware, 2023) and internet connection to support the learning activity been a problem and creates several obstacles that make teachers faced difficulty to control the learning process (Fei, S., Wang, 2024). The unpreparedness of teachers become an obstacle in online learning. The transition from traditional learning systems or face-to-face learning systems is the one aspect that makes teachers face those problems. In some results of study, there are some teachers who are able to use computers, but in operating them to support teaching, their abilities are still limited. As well as teachers at SMP Angkasa Lanud Eltari Kupang are able to use computers, meanwhile, in operating them to support teaching, their abilities are still limited. The problems are not faced by teachers themselves but also students who do not have devices such as gadgets or computers as online learning media to support them to take online learning. However, the devices which are used by students to follow the learning process belong to their parents. That's why the students have less enthusiasm to participate in online learning. In addition, internet access and internet bills include the problems that make students cannot access online learning. This is because some students live in areas that do not have internet access. And, the cost of internet quota is expensive, so it makes students cannot reach internet access to running the online learning. Therefore, the teachers at SMP Angkasa Lanud Eltari Kupang find the difficulties to running the online learning.

METHOD

This study design employs qualitative methods to describe problems encountered by teachers in applying online learning. There are three English teachers of SMP Angkasa as participant. In gaining data related to the problems, then open questionnaires were given, The questions are about 20 questions to be answered based on their own experience during the online teaching.

RESULTS AND DISCUSSION

1. Problems of Online ELT

Here are the problems encountered in teaching English during online teaching and learning process.

Table 1. Problems in Online ELT in Summary

Teachers' responses toward the questions		
Teacher 1	Teacher 2	Teacher 3
<i>The first problem that I faced is about students' facilities, namely some student didn't have handphone.</i>	<i>The problem that I faced while teaching online is some students didn't have handphone.</i>	<i>The problem that faced during teaching online is some students did not have mobile android to support their learning.</i>

<i>Not at all. Less than 10 students were difficult to accessing the internet. It because they were lived in the areas that do not support to get the internet access.</i>	<i>No. it is only 12 students that difficult to accessing the internet for learning process.</i>	<i>No. it is just several students.</i>
<i>Yes. For the first time I faced the online system, I was a little bit difficult to adopt that system. Because all the process of teaching learning system that I taught in face-to-face system must be changed into online system. So, I have difficulty designing material related to online media.</i>	<i>No. I think not. Because, I have taught using technology in online learning for a long time. So, it is not included as a problem for me.</i>	<i>Yes. When the implementation of online learning began to spread all the school in Indonesia, especially in SMP Angkasa Lanud Eltari KUpang I have faced difficult to use the technology in online learning.</i>
<i>No, because there are some of them less enthusiastic about following online learning.</i>	<i>No. because when they do the test or give them tasks, some of them are always asking the others for help.</i>	<i>No.</i>
<i>Yes. They have their own but some of them still belong to their parents.</i>	<i>Yes, some of them do not have an android and computer.</i>	<i>Yes. Some of them didn't have any mobile android to support their learning.</i>
<i>No, it just several</i>	<i>Not at all.</i>	<i>No, it's just several.</i>
<i>Yes. Because teaching online learning is very different with face-to-face learning. So, to control the class while do the teaching learning process can be hard. For example, not all students turn on their video from the beginning until the end of the lesson. So, we didn't know are they</i>	<i>I think it's not too hard. For me to control the class while teaching online system, we must make sure that all the students must turn on their video from the beginning until the end.</i>	<i>Yes. It is because students just fill the attendance list at the beginning, but after that, they didn't active anymore in the class.</i>

<i>were still with us in the class or not.</i>		
<i>Yes, online class is not the same as offline class. Teachers do not know about the way students cheat or not when they do the assignment and some of students have less response to the material and also lazy when learning online.</i>	<i>No.</i>	<i>Students are lazy to submit the task. Tasks that should be submitted in one week were often stretched to two weeks.</i>

Table 1 shows seven problems encountered in teaching English as a foreign language during online learning, and all these problems are referring to the students' understanding on the material, teachers' ability to use technology in online learning, the limitation in the learning controlling, media of online learning, internet access, internet quota, and less enthusiastic to participate in online learning. Further, the problems are discussed below.

1.1 Understanding the materials

Based on the data that taken from online questionnaire, the problem encountered in teaching English as a foreign language during online learning faced by three teachers are similar, namely, some of students at SMP Angkasa Lanud Eltari Kupang did not understand the materials that had given by the teacher. The difference data is the T1 and T2 gave more detail information about why the students did not understand the material, but the T3 only said "No" without any reason why her students cannot understand the material. Besides, T1 said that her students did not understand the material because some of the students are less enthusiastic about following the online learning process, and T2 said that his students cannot understand the material because when they do the test or give them assignment, some of them always ask the others for help. So, it can be said that the problem students cannot understand the material given by the teachers is not because teachers are not good in their teaching class, but because some of students are lazy and less enthusiastic to follow the online class.

1.2 Teachers' ability to use technology in online learning.

The second problem is teachers' ability to use technology in online learning. Based on the data taken from online questionnaire, T1 and T3 said that they faced difficult to operate the technology to support their teaching learning process. The first by T1, said that for the first time she faced the online system, she was a little bit difficult to adopt that system. Because all the process of teaching learning system that she taught in face-to-face system have to change into online system. So, she had difficulty designing material related to online media. And T3 said that when the implementation of online learning began to spread all the school in Indonesia, especially in SMP Angkasa Lanud Eltari Kupang she had faced difficult to use the technology in online learning. Meanwhile, T2 is different with both T1 and T3. T2 said that he had taught using technology in online learning for a long time. So, it is not included as a problem for him.

Therefore, the writer can conclude that not all teachers at SMP Angkasa Lanud Eltari Kupang could operate the technology to support their teaching learning process, because their ability to use technology are still limited.

1.3 The limitation in the learning controlling.

The third problem is about the limitation in the learning controlling by the teachers at SMP Angkasa Lanud Eltari Kupang that taken from online questionnaire. In this part of the problem, the three teachers of SMP Angkasa Lanud Eltari Kupang have different opinions about the limitation to control their class while teaching learning process used online system. T1 and T3 said that they have difficult to control their class because teaching in online learning is very different with face-to-face learning. So, controlling the class while doing the teaching learning process can be hard. For example, not all students turn on their video from the beginning until the end of the lesson. So, they did not know are they were still with them in the class or not. And it is because students just fill the attendance list at the beginning, but after that, they didn't active anymore in the class. Meanwhile, T2 said that to control the class while teaching in online system, he said that it is not too hard. And, he said that to control the class while teaching in online system, we must make sure that all the students have to turn on their video from the beginning until the end.

From the statement above from T1, T2, and T3, the writers conclude that to control the class in online learning can be hard for the teacher who did not have any experience yet about online learning, but for the teacher who already has the experience for the online learning system is not make any problem for them. For example, for T1 and T3, they had difficulty controlling the class because they have not experienced yet about online system, while T2 did not have any difficulty controlling the class in online system because he had experience before.

1.4 Media of online learning.

Media is a tool that facilitates teachers and students to do their learning activities during online system. It can be a Smartphone, tablet, or computer. However, based on the data from the online questionnaire about media of online learning, the writer presented two questions and teachers' answers. Based on the Q1 and Q8, the writer found that there were some students at SMP Angkasa Lanud Eltari Kupang did not have gadget or computer to support their learning. As T1 said, the first problem that she faced while teaching online learning was about students' facilities, namely some students did not have handphone (Q1), and then she said yes. They have their own but some of them still belong to their parents (Q8). Meanwhile, T2 said that the problem that he faced while teaching online is some students did not have handphone (Q1), and then, he said yes, some of them do not have android and computer (Q8). Besides, T3 also said that the first problem that she faced during teaching online is some students did not have mobile android to support their learning (Q1), and, she said that yes, some of them did not have any mobile android to support their learning (Q8). So, it can be said that the three teachers of SMP Angkasa Lanud Eltari Kupang faced problem in online learning because some of their students did not have any gadget to support their online system.

1.5 Internet access

Teaching learning process in online learning needs good internet access to make teachers and students can get good communication. Meanwhile, several students at SMP Angkasa Lanud Eltari Kupang had difficult to access the internet. Based on the data taken from online questionnaire, the three teachers of SMP Angkasa Lanud Eltari

Kupang said that some of their students were difficult to access the internet. Based on the teachers' answers about internet access, T1 said that not at all. Less than 10 students were difficult to accessing the internet. It is because they lived in the areas that do not support to get the internet access. Secondly, T2 said that No. it is only 12 students that it is difficult to access the internet for learning process. And the last from T3, she said that No. It is just several students. So, from the teachers' answers it can be said that some of the students at SMP Angkasa Lanud Eltari Kupang has difficult to access the internet, because some of them lived in the areas which cannot supported them to get the internet access.

1.6 Internet quota

Internet quota refers to internet service providers. It means internet quota provides service to internet so that teacher or students can use it to access the online application and social media. However, students at SMP Angkasa Lanud Eltari Kupang have found difficult to get the internet quota to support their online learning so that make the three teachers at SMP Angkasa Lanud Eltari Kupang faced the problem to share their material. Based on the data taken from the online questionnaire, the three teachers said that some of their students find it difficult to get the internet quota. The first answer is from T1. She said no, it just several. Secondly, T2 also said not at all, and the last T3 said no, it just several. Based on those answers, it can be said that students at SMP Angkasa Lanud Eltari Kupang are still difficult to get an internet quota to support their learning process. However, it is just several of them.

1.7 Less enthusiastic to participate in online learning

When online learning took place there are many students less enthusiastic about participating in learning activities. For example, they were lazy to submit the task given by the teacher and low respond to the material. Based on the data taken from online questionnaire, the writer found that T1 and T3 have faced another problem which refers to the less enthusiastic of students to participate in online learning. Meanwhile, T2 did not have any problem anymore that refers to online learning. Below are the answers of T1, T2, and T3 from Q13, as follows:

T1 said yes, the online class is not same as the offline class. Teachers do not know about the way students cheat or not when they do the assignment, some students have less response to the material and also lazy when learning online. T3 also said that Students are lazy to submit the task. Tasks that should be submitted in one week were often stretched to two weeks. Besides, T2 just said no to answer Q13, because he did not have any problem in online learning. So, from the information above, the writer concludes that the problems that make students less enthusiastic to participate in online learning is because they were low responds to the material, lazy when learning online, and even lazy to submit the task.

2. Solutions to Problems Encountered in Online ELT

The results show potential solutions to problems encountered during online ELT.

Table 2. Solving Online ELT problems by Teachers.

Teachers' responses toward the questions		
Teacher 1	Teacher 2	Teacher 3

<i>My first solution to the students who didn't have handphone that make them difficult to get the materials has asked them to come to school and used the computers that provided by school.</i>	<i>My solution is for students who didn't have a phone, I asked the students to come to school and use the computers that are provided by school.</i>	<i>My solution is to tell their parents to allow them to come to school to use some computers that school provided.</i>
<i>My solution for students who difficult to accessing the internet is when posting the material and assignment for the students, I gave them additional time to send their assignment.</i>	<i>My solution is giving additional time to the students to send their assignments.</i>	<i>My solution for students who didn't get good connection in accessing the internet, I gave them more time to submit their task.</i>
<i>To solve that problem I follow some seminar about how to design media for online learning.</i>	<i>No. I think not. Because I have taught using technology in online learning for a long time. So, it is not included as a problem for me.</i>	<i>I followed the Webinar about technology using online learning so that I could apply all the online media in my class.</i>
<i>I try to make an interesting media related to the materials and give them tests so that I can measure the students' understanding of the material.</i>	<i>To know how the students understand or not about the materials that I taught, I already gave the test and assignment to measure that. But they are always asking others for help, so I asked their parents to control them when they do their test or assignment.</i>	<i>I used Zoom meeting and goggle meet to explain the materials and give them questions when I finished explaining the materials. So, I can measure the students' understanding. If some of them can't answer those questions, I allowed them to take those questions to be a task.</i>
<i>They were allowed to come to school and use the computer in the lab.</i>	<i>They come to school and use the computer in the lab.</i>	<i>Ask them to come to school to use the facilities like computers and laptop provided by school.</i>

<i>For students who didn't have the quota to support their online learning, I will ask them to take the assignment at school.</i>	<i>To solve that problem, I input their phone number into dapodik to get XL free data.</i>	<i>The solution to the problem is I asked them to join their friends who didn't have android mobiles to come to school and use the computer so that they can get the material.</i>
<i>My solution is, I told my students to turn on the camera from the beginning until the end of the lesson.</i>	<i>For me to control the class while teaching in online system, we must make sure that all the students have to turn on their video from the beginning until the end.</i>	<i>My solution is students will fill the attendance list after the class is end. And they didn't allow to turn off the video while teaching learning process running.</i>
<i>The solution is to give the assignment teacher asking the parents to control the students and make interesting and easy materials. The materials are presented in video and PPT so students can enjoy the material.</i>	<i>No.</i>	<i>Teachers try to find the problems about why students are lazy and ask students' parents to help students in online learning.</i>

Based on the Table 2 above, the three teachers of SMP Angkasa Lanud Eltari Kupang had provided solutions for each problem that encountered in teaching English as a foreign language during online learning which is used to fix all the problems that they faced. The first they got interesting media, gave the students test, asked students' parents to control them when they do their test, used a good application that can reach by the students, and gave them questions after explaining the materials. If some students cannot answer the questions, it would be a task. The second is T1 and T3 were found still limited to use the technology in online learning. They have served an idea or solution to its problem. They followed some seminars about how to design media for online learning to minimize their problem. Meanwhile, T2 did not provide the solutions because it did not include a problem for them. The third is students must turn on the camera from the beginning until the end of the lesson. That was a solution by teachers to control the online class. The fourth is about some students at SMP Angkasa Lanud Eltari Kupang did not have computer or handphone to support their learning so that T1 and T2, and T3 allowed their students to come to school to use the computer that provided by the school to support their learning process. The fifth is teachers gave

additional time for students to send their tasks. It is used to help the students who difficult to access the internet. The sixth is teachers asked the students to take the assignment at school, input students' phone numbers into dapodik to get XL free data and ask students to come to school to use the computer provided by the school so that they can get the material. It is used to help students who find it difficult to get an internet quota. The last is about how teachers try to make interesting and easy material and asking students' parents to help them to control students at home to make students more enthusiastic and participate in online learning. Meanwhile, T2 said that he has no problem refers to online learning. That is why T2 said no for Q14.

Based on the research finding conveyed by the writer above, this part discussed about the solutions to the problems encountered in teaching English as a foreign language during online learning, they are as follows:

2.1 Understanding on the materials

Based on the data that was taken from online questionnaire, T1 & T2 said that their students did not understand the materials because their students were less enthusiastic in the learning process and also, they always asked for help from the others when the teacher gave task to them. While it is different with T3 because she said no in the Q6, but still gave the answer. T1 said that she tried to make an interesting media related to the materials and give them tests so that she can measure the students' understanding of the material. T2 said that to know how the students understand or not about the materials that he taught, he already gave the test and assignment to measure that. But they always ask the others help so he asked their parents to control them when they do their test or assignment. However, even the students of T3 understand her material she still gave the solution to the problem when students do not understand the material while teaching in online system. She said that she used Zoom meeting and google meet to explain the materials and give them questions when she finished explaining the materials. So, she can measure the students' understanding. If some of them can't answer those questions, she allowed them to take those questions to be a task. Based on those answers, the writer can say that an interesting media that refers to the material, a good application, and a good communication between teacher and students' parents are things that can make students happy to learn in online system.

2.2 Teachers' ability to use technology in online learning

Based on the data taken from online questionnaire, T1 and T3 have different opinions with T2 about teachers' ability to use technology in online learning. It is because T1 and T3 did not have an experience to teach in online learning before, but, T2 already have an experience in teaching used online system. So, in this part, the writer only presented two solutions to the problem that refers to teachers' ability to use technology in online learning. The solutions are found by the writers as follows: T1 said that to solve that problem she was following some seminar about how to design media for online learning. Meanwhile, T3 said that she followed the Webinar about technology using in online learning so that she could apply all the online media in her class. Based on the information from T1 and T3 the writer can conclude that teachers at SMP Angkasa Lanud Eltari Kupang faced the problem in online learning because they have not able to operate the technology in online learning. However, it is not possible to solve that problem if the teacher wanted to find the information about the technology operating, for example follow the seminar about how to design the media used technology in online learning.

2.3 The limitation in the learning controlling.

Based on the data taken from online learning, the three teachers of SMP Angkasa Lanud Eltari Kupang have gave three solutions to fix the problem of the limitation in the learning controlling. The first data taken from T1, she said that she told her students to turn on the camera from the beginning until the end of the lesson, secondly, T2 also said that to control the class while teaching in online system, we have to make sure that all the students have to turn on their video from the beginning until the end. And the last is from T3, she said that the solution to fix the problem was students would fill the attendance list after the class end. And also, they did not allow to turning off the video while teaching learning process running.

Based on the data above, the writer can say that the three teachers of SMP Angkasa Lanud Eltari Kupang have similar solutions to the problem of the limitation in the learning controlling during online learning.

2.4 Media of online learning.

Based on the data taken from online questionnaire, the writers found that there were six solutions to fix the problems provided by the three teachers at SMP Angkasa Lanud Eltari Kupang. As T1 said that the first solution to the students who did not have handphone that make them difficult to get the materials is asked them to come to school and used the computers that provided by school (Q2), they allowed to come to school and used the computer in the lab (Q9), after that, T2 also said that the solutions for students who did not have handphone, he asked the students to come to school and used the computers that provided by school (Q2), They come to school and using the computer in the lab (Q9), and finally T3 said that the solutions was told their parents to allow them to come to school and used some computers that school provided (Q2) and asked them to come to school to use the facilities like computer and laptop provided by school (Q9). So, it can be said that SMP Angkasa Lanud Eltari had provided the facilities like computer for students who did not have any gadget to support their online learning.

2.5 Internet access.

Based on the data that taken from online questionnaire, the writer has found that the three teachers of SMP Angkasa Lanud Eltari Kupang already have solutions for students who difficult to access the internet. Below are the solutions for students who have difficulty accessing the internet to support their online learning, they are as follows:

T1 said that the solution for students who difficult to accessing the internet is when post the material and assignment for the students, she gave them additional time to send their assignment. Furthermore, T2 said that the solution is giving additional time to the students to send their assignment. Lastly, T3 also gave her solution about the difficult to accessing the internet that faced by her students at SMP Angkasa Lanud Eltari Kupang, she said that for students who did not get good connection in accessing the internet, she gave them more time to submit their task. So, based on the solutions above that provided by the teachers to minimize the problem in accessing the internet, the writer can conclude that the three teachers at SMP Angkasa Lanud Eltari Kupang have similar problems solved to their students who have difficult to access the internet.

2.6 Internet quota.

Based on the data taken from online questionnaire, internet quota had been a problem for some students at SMP Angkasa Lanud Eltari Kupang, so that it makes them difficult to participate in online learning. However, internet quota itself is the internet providers, so without internet quota, students and teachers cannot access the online

learning. Therefore, three teachers of SMP Angkasa Lanud Eltari Kupang had provided solutions to fix that problem. The first solution was from T1. T1 said that for students who did not have the quota to support their online learning, she would ask them to take the assignment at school. Secondly, T2 said that to solve that problem, he input their phone number in dapodik to get XL free data. Lastly, T3 said the solution to the problem was she asked them to join their friends who did not have android mobile to come to schools and used the computer so that they could get the material. So, from the statements above, it can be said that the three teachers had different solutions to solve that problem, but it is very helped to students to keep them continuing the online learning process.

2.7 Less enthusiastic to participate in online learning

Based on the data taken from online questionnaire, the writer has found that there were still some students at SMP Angkasa Lanud Eltari Kupang have less enthusiastic to participate in online learning, for example they were lazy and also, they low respond to the online class. However, based on Q14, T1 and T3 gave solutions to minimize the problem that they faced. T1 said the solution was when gave the assignment teacher asking the parents to control the students and make interesting and easy materials. The material presented in video and Power Point so students can enjoy the material. And then, T3 said that the teacher tried to find the problems about why students are lazy and asked students' parents to help students in online learning. Besides, T2 did not give the solution to that problem, because he said that he did not have any problem that refers to online learning. So, from the data above, the writer can conclude that it is true that online learning made students lazy and low respond to participating in learning process, so that an interesting media, an easy material, a good control by parents and then a good communication between teacher and students are the good way to make students enthusiastic to participate in online learning.

In addition, the writer also presented information about schools' solution to the problem that refers to the media in online learning, teachers' class, teachers' media that used in online learning, and also teachers' expectation to online learning during pandemic. The data taken from online questionnaire in Q15, Q16, Q17, Q18, Q19, and Q20, as follows:

Based data taken from online questionnaire in Q15 and Q16, SMP Angkasa Lanud Eltari had provided a solution for students who did not have gadget or computer to support their online learning.

Based on the data taken from online questionnaire in Q17, the writer had found that the three teachers of SMP Angkasa Lanud Eltari Kupang have different class to teach. T1 said that she was teaching in VII Grade, and T2 also said that he was teaching for VIII Grade, and last from T3 that said she was teach for IX Grade.

Based on the data taken from online questionnaire in Q18 and Q19, the three teachers of SMP Angkasa Lanud Eltari Kupang had similarity in the media that used to teach. They are laptops, handphone, and also computers. Meanwhile, the three teachers of SMP Angkasa Lanud Eltari Kupang had different media and platform that used to share the material and assignments. T1 used WhatsApp, YouTube, Zoom, Google Meet and Google classroom to teach in online learning, T2 used YouTube link, WhatsApp group, Quizzazz and Kahoot. And the other teacher (T3) only used WhatsApp and Google Meet to support her online learning.

Finally, based on the data taken from online questionnaire in Q20, the three

teachers of SMP Angkasa Lanud Eltari Kupang gave their expectations to the online learning during this pandemic. The first is from T1, he hoped that the pandemic will go out and teachers should master the online media so that students can understand material and enjoy when joining the learning process. And then, T2 hoped that teachers are expected to not stutter about technology developments, always keep the pieces of information. And the last is from T3, she hoped that all of us still survive in this condition, teachers and students can master the online media and the online learning can come back soon to normal class.

Based on the data that taken from Q15, Q16, Q17, Q18, Q19, and Q20, the writer can say that SMP Angkasa Lanud Eltari Kupang also supported the problem that faced by the teacher. For example, the school provided computers to help students who did not have gadgets to support their online learning. The three teachers have taught in different classes, had used some different applications in teaching online, and the last they have given some expectation to the online learning during this pandemic.

CONCLUSION

The objective of this study is to know the problem encountering in teaching English as a foreign language during online learning and how to solve the problem encountered in teaching English as a foreign language during online learning at SMP Angkasa Lanud Eltari Kupang. Based on the research findings and discussion above, it can be concluded that online learning is a part of distance learning has various problems. Those problems are experienced by three teachers of SMP Angkasa Lanud Eltari Kupang. The problem faced by the three teachers include students' understanding on the material, weak mastery of IT, limited in controlling the class, some students didn't have any gadget to support their online learning, internet access, internet quota, and students' low participated in online learning. However, every problem faced can be solved by presenting various solutions from the teachers so that online classes can keep going.

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