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SENIOR HIGH SCHOOL TEACHERS' CHALLENGES AND COPING STRATEGIES IN TEACHING LITERATURE IN ONLINE ENVIRONMENT

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Abstract
The teaching-learning process in Indonesia was mostly done online due to the Covid-19 pandemic. This sudden shift caused challenges for EFL teachers. Aside from providing linguistic lessons, EFL teachers also struggled in providing literature lessons, as it had distinct ways of teaching from linguistics. However, only a few studies researched the teachers' challenges in teaching literature online and the ways they solved them. Therefore, this study aims to explore the teachers' challenges in teaching literature in an online environment and their strategies to deal with them. This study used a narrative inquiry method and the data were gathered with a semi-structured interview from senior high school teachers. the results showed that the teachers faced challenges with their technology uses, including internet, websites, applications, and gadgets; students, including their internet, understanding, and participation; and subject delivery, including material adjustments, students' interests, and accessible activities. Teachers' strategies were: having asynchronous classes, posting materials ahead, utilizing WhatsApp, helping students' technology experience, assisting their online learning, providing accessible learning activities, using familiar literary works, and giving less demanding activities. This study can help the teachers to identify their challenges in teaching literature in an online environment and find the solutions.

Keywords: challenges, coping strategies, online learning, teaching literature

Introduction
The curriculum for English classes from elementary schools to high schools in Indonesia does not only intend to improve students' linguistic but also literary knowledge. Both approaches are interrelated in improving students' language proficiencies. The literary approach promotes skills that benefit students' linguistic skills (Hassan, 2018). Conversely, the linguistic approach is essential in understanding literary works and getting the literary discussion going (Gabriel, 2020). However, schools in Indonesia still lack literary approach emphasis compared to the linguistic approach. Though the attempts of including literary texts have been done, the emphasis is not on the literature content or literary

discussion, but as a media for language activities that focus on linguistic approach (Hassan, 2018). EFL teaching, both linguistics and literature, is even more difficult now that students learn in an online environment.

Due to the pandemic Covid-19, learning activities in Indonesia are done online. This was a new challenge for students and teachers, as this situation happened suddenly and schools were not prepared since remote classes were rarely integrated in schools (Atmojo & Nugroho, 2020). Both teachers and students are limited in their interactions, technology uses, and online learning experiences (Bao, 2020; Efriana, 2021). That results in teachers emphasizing efficient and effective learning that target important language skills, such as reading, speaking, writing, and listening. Literary teaching lags behind due to the unequal emphasis on the testing system, which becomes the teachers' problem and concern (Gabriel, 2020; Joshi, Vinay & Bhaskar, 2020).

Teaching Literature in Senior High School Online and Its Challenges

Teaching literature in EFL classes can promote the students' language use and let them learn English in context. In literature, the students can discuss the intrinsic and extrinsic values of a piece of literature (Manzolillo, 2016). Depending on how teachers arrange the activities, literary teaching may encourage students to practice their language skills, such as reading, writing, speaking, listening, vocabulary, and grammar to decipher the intrinsic values of the passage and communicate their findings (Hassan, 2018). In integrating the external values, the students can also learn in historical, social, biographical, or cultural social, biographical, or cultural contexts in finding the meaning of the chunks or overall passage (Manzolillo, 2016; Hassan, 2018). In the process, the development of critical thinking, analytic skill, cultural awareness, and communication are among the benefits of learning literature for EFL students.

Though teaching literature also aims to improve students' language proficiency, like teaching linguistics, teachers find it more challenging. In teaching literature, students may find difficulties if they lack language skills (Hassan, 2018; Işıklı & Tarakçıoğlu, 2017; Hussein & Al-Emami, 2016). In addition, the lack of sources, students' lack of reading interest, and cultural barriers hinder the students' learning (Hassan, 2018; Mohammed, 2017). To assist the students' literary learning, teachers need to apply different approaches than teaching linguistics, which may be challenging as they lack training (Mohammed, 2017). Teachers need to carefully select approaches in teaching literature and provide suitable materials and activities. Though recently, teachers face even more challenges in teaching literature due to the sudden change to online learning.

Since 2020, most schools in Indonesia have converted the learning into online learning, which elicited teaching challenges in various aspects. The pandemic COVID-19 affected various factors, including education (Rahardjo & Pertiwi, 2020). The teachers face new challenges as they are not prepared for online learning due to the sudden change (Atmojo & Nugroho, 2020). In teaching EFL in an online environment, the challenges revolve around the teacher, including student, subject, and technology (Atmojo & Nugroho, 2020; Işıklı & Tarakçıoğlu, 2017; Gabriel, 2020).

Teachers need to consider their own technology skills, subject delivery, and accessibility for their students in online literary teaching. In technology uses,

teachers may lack the practice and experience in providing classes in online learning (Ahmad, 2016). Those are the crucial step for teachers in online learning (Raja & Nagasubramani, 2018; Efriana, 2021; Lestiyanawati & Widyantoro, 2020). Teachers may also find challenges in providing engaging activities with good time management, assessment, teaching media online, and literary works (Efriana, 2021; Hassan, 2018; Hussein & Al-Emami, 2016). Especially in providing the literature, teachers need to pay attention to text that enhances learning at the proper level, suits students' age and interest, have unfamiliar diction, grammar, or figure of speech (Hussein & Al-Emami, 2016). Regarding the students, they may not have the technology needed for learning online (Wahab & Iskandar, 2020), or they do not have the access to the internet (Nashruddin, Alam, & Tanasy, 2020). Even though teachers can provide learning, if the students have such problems, they may have comprehension and affective troubles, teachers lose control of learning, distant feeling, and the learning objectives are not achieved (Chun, Kern, & Smith, 2016).

Applicable Teaching Strategies to Overcome Challenges in Teaching Literature Online

To overcome those challenges, the teachers need to tackle their problems with an online teaching environment. Related to technology uses, the teachers can first select a few the materials and media online that they think are interesting and use simpler platforms like WhatsApp (Guler, 2016; Cetinkaya, 2017; Mbukusa, 2018), video conference (Lestiyanawati & Widyantoro, 2020), and Google Classroom (Azhar & Iqbal, 2018), before exploring more platforms, so they do not get overwhelmed with the vast options on the internet (Efriana, 2021). If there are problems with students' attendance and behaviour, as the EFL teachers lack control in an online environment, they need to be proactive in contacting the students and collaborate with the counselling teachers in finding the students' problems (Efriana, 2021). Teachers then can modify the activity delivery to keep the students' participation.

In the online environment, teachers need to adapt new strategies to create engaging and accessible literary learning. The core principles for literary teaching need to be simple, student-centered, realistic, collaborative, meaningful, reflective, and applicable (Efriana, 2021). Those principles emphasize peer interaction, active participation, personalization, and a higher thinking process (Miller, 2014). Teachers can adopt several approaches like information-based, personal response, language-based, cultural-based, moral-philosophical, paraphrastic, and stylistic (Mohammed, 2017) to provide the focus, more specific learning objectives, and the room to give the engaging learning activities accordingly. As for the activities, online discussion, collaborative assignments, and combining online and offline learning are effective to assist literary teaching (Manzolillo, 2016; Bao, 2020). They facilitate an online learning community, less reading-heavy, and require less internet access for video conferences. The teachers can use YouTube, digital literature, film adaptation, or video games for the learning materials (Almurashi, 2016; Handayani, Youlia, Febriani, & Syafryadin, 2020; Kaba, 2017; Škobo & Dragičević, 2019), as they can help students' interest and understanding and give more accessible literary sources.

Studies were conducted to find the challenges that emerged due to the online learning system. Atmojo & Nugroho (2020) studied the teachers' reflection on their practices and challenges in online EFL teaching, resulting in the applications they used, the use of synchronous and asynchronous learning, and challenges from student, teacher, and parent aspects. Gabriel (2020) used a survey to find the challenges in ICT gadgets for teaching literature online, resulting in challenges about students' ICT uses and material resources. Kaba (2017) shared the contribution of technology in teaching literature and the online applications that the teachers could use to teach literature. This study wanted to find the senior high school teachers' challenges in teaching literature online and the ways they coped with those challenges.

Studies about students' and teachers' challenges have been conducted to evaluate and better the online learning program. Teachers found challenges in an online teaching environment regarding their technology uses, the students' problems in attending online classes, and material sources and deliveries (Gabriel, 2020; Joshi, 2020; Atmojo & Nugroho, 2020). As the teachers face challenges in their online teaching and go through trial and error, the teachers will acquire new teaching skills and strategies. Even after the pandemic, they can utilize those skills as online learning opens up a new teaching environment and schools have started the foundation to integrate and develop it. For example, teachers may use digital text sources or online literary discussions (Manzolillo, 2016; Kaba, 2017; Handayani et al., 2020). Though there are quite some studies about EFL teachers' challenges in online teaching, the studies about teachers' reflections on their challenges on specifically teaching literature and their strategies to solve them are not widely researched. Therefore, this study aims to explore the EFL senior high school teachers' challenges in online literary teaching and their view on post-pandemic literary teaching. The research questions posed in this study are "what were the senior high school EFL teachers' challenges in teaching literature in an online teaching environment?" and "how did the senior high school EFL teachers cope with their challenges in teaching literature in an online teaching environment?"

Method

This study used the qualitative method to gain in-depth data about teachers' challenges in teaching literature online and the way they cope with those challenges (Creswell, 2012). The participants were three senior high school teachers who taught in Tangerang Selatan, did online teaching, ever taught literature topics online, and made classroom delivery specifically in literature aspect, selected using purposive sampling (Creswell, 2012). The teachers were between 24 to 30 years old, all of them are female teachers.

The focus of this study was the experiences of the teachers themselves, thus the use of narrative inquiry, which let the teachers reflect on their teaching experiences (Merriam & Tisdel, 2016). The data were gathered in early June 2021, using a semi-structured interview, based on the theory from Atmojo & Nugroho (2020), Gabriel (2020), Lestiyanawati & Widyantoro (2020), and Efiana (2021). The reflective questions were about the teachers' online literary teaching challenges, concerning the teacher, student, subject, and technology aspects, as well as how they coped with those challenges. The interview lasted around one

hour. The interview results were then transcribed, and then were coded and tabulated, and then were discussed based on their themes.

Findings and Discussion

The research questions for this study are "what were the senior high school EFL teachers' challenges in teaching literature in an online teaching environment?" and "how did the senior high school EFL teachers cope with their challenges in teaching literature in an online teaching environment?" This section shows the results of participants' reflections on their challenges and strategies in teaching literature online.

Senior High School EFL Teachers' Challenges in Teaching Literature in an Online Teaching Environment

The participants shared their reflections in teaching literature online as senior high school teachers. In their experiences, they shared the challenges in three categories, including technology, student, and literature class delivery. Some challenges were experienced by all three teachers, while they also shared some challenges of their own.

The participants first shared their challenges in using the online technology for teaching, as it was a new case for them. The challenges that teachers faced were: (1) could not utilize the features in Google Suites properly, (2) often have confusions in using Google Meet or Zoom, (3) finding the most suitable, attractive, and interactive online platforms for the literature topic delivery, (4) the platform for the students to submit their work. Those challenges were faced by all participants. Aside from those challenges, each teacher had some challenges on their own, as presented below:

P01:

"Sometimes I could not connect to the internet properly, and my laptop often lagged and I did not know what exactly was the reason, was it my laptop or internet or what."

P02:

"I often felt unsure if the students follow the class as they often got silent in the Google Meet and not activating their camera and mic. Sometimes I also had to check if the students could hear me properly."

P03:

"Though we had stories in books, I wanted to give them more interesting stories from YouTube or sources like that, but sometimes I struggle to find the stories with the topics that I needed, but with suitable level of language, sometimes too easy or too long or something like that."

"I was also often asked to make material videos, but using PowToon or Prezi was a bit confusing."

Teachers' challenges in technology are caused by their low experiences in presenting fully online classes. Due to Covid-19, teachers were demanded to make a sudden shift to online learning, which they had little experience on (Rahardjo & Pertiwi, 2020). This caused the teachers' lack of preparation in their knowledge of the online platforms and the tools to deliver the class (Ahmad, 2016; Lestiyanawati, & Widyantoro, 2020; Raja & Nagasubramani, 2018). That

results in less preparation on the gadget, internet, and class delivery platforms, like Google Classroom, Meet, Zoom. The sudden shift also made the teachers low preparations in their teaching, especially in exploring the websites that can enhance online learning, including the material, classroom activities, assignments, or assessments (Efriana, 2021; Hassan, 2018). Therefore, even if the teachers knew the websites they could use in their classes, they could not use or present them well as it took time to select, create, or adjust them for participants' classes' needs, especially in making them available to everyone in the class.

Aside from their issues in presenting online classes, the participants also shared their challenges in the student aspect. In relation to the students' conditions, the teachers' challenges included: (1) students were often late, passive, or absent from the conference meetings, (2) students often had troubles with their gadgets, (3) students often did not have internet quota, (4) students sometimes had confusions in accessing the platforms that the teachers used, (5) teachers often had troubles in keeping the students' motivation and participation in learning, especially in submitting the tasks, (6) teachers found it difficult to assess the students' understanding and their work originality. Teachers also had their own issues:

P01:

"I sometimes found some students' submissions, like stories or comments to be similar. It's okay if they worked together and therefore had the similar ideas, because right now peer teaching will be helpful, but I hoped they added something more unique of their own."

"I also had students who struggled to buy internet data for meetings, because those took more quota than chats."

P02:

"The students sometimes could not upload their tasks, especially the videos of their drama or monologues."

"When in zoom meetings, students sometimes had troubles in switching shared screen, so some time was spent to explain them how."

P03:

"The students often logged out of breakup rooms and could not get in."

Teachers' challenges regarding their students also included students' technology experience and also their behavior in online classes. The students also faced similar challenges as the teachers in using the technology for online classes. The student's first issues were either the gadget or the internet, in line with Nashruddin et al. (2020) and Wahab and Iskandar (2020). That might be caused by the parents' economic state or their location (Atmojo & Nugroho, 2020). The other issue was that the students were confused about using the software or websites, as they also lacked the experience in using those for online learning purposes (Raja & Nagasubramani, 2018). Therefore, the students might have difficulties accessing sites or submitting their work. In addition, the workload might become an issue in online learning (Rahardjo & Pertiwi, 2020), since teachers compensated for the lack of class meetings with assignments. Both caused students' late submission. The teachers also had difficulties in knowing students' understanding. The online learning process is different from face-to-face classes, so students might have comprehension problems (Chun et al., 2016), but

the teachers might find it difficult to notice it directly. Those issues the students faced might cause negative emotions and might lead to low motivation and participation. In this case, teachers had challenges in maintaining the students' emotions as well, because they were distant, so teachers had limitations in interacting with students (Chun et al., 2016).

In their online teaching experiences, the participants also had challenges in presenting the literature materials and activities. The teachers' challenges in presenting literature-related activities included: (1) giving interesting and engaging literary lessons and activities, (2) utilizing the suitable approaches to further help students' understanding, (3) assigning the proper tasks that would be accessible and encourage the students' motivation, (4) deciding what to be assessed and making sure students focused on them in their tasks, (5) encouraging the students to read the stories or watch the videos and understanding them, (6) encouraging the students to give their opinions about the stories, (7) encouraging the students to relate the stories to their life, (8) encouraging the students to create literary works, (9) letting them gain knowledge about English through literature materials. aside from those, some teachers also mentioned their own challenges:

P02:

"Not sure what kind of literary woks the students would enjoy."

"I wanted my students to notice the unique things in the stories, like culture, or figurative language uses, that they might want to comment on, but maybe we tended to get fixated in the linguistic aspects, so they noticed about the grammar more, but that is also fine."

P03:

"How to spark the interest in reading, as not all students liked reading."

"It's kind of difficult to make them unite for the submission platform. Some might be fine with YouTube, some chose Instagram stories while others didn't, some students' file size was big and they didn't know how to make that smaller, so their internet data became a problem, etc."

"Sometimes the students' compositions were repetitive, or had unsuitable vocab, or grammar, but giving individual feedback sometimes was not as effective as in face-to-face."

Teachers' lack of experience in online learning also affected the literature class delivery. The teachers lacked the knowledge in presenting the literature materials from online sources. It was challenging as teachers had to adjust their materials with the students' preferences, knowledge, and the learning objectives (Hussein & Al-Emami, 2016). Therefore, teachers had to find the best approach for teaching literature to accommodate their issues. However, also they had difficulties in determining the approach in their teaching, because of the lack of experience so they did not know what would work in their class (Ahmad, 2016). Determining the approach was even more difficult because of students' low understanding and interest in literature, as those caused issues for the students to start learning literature and practicing or creating compositions (Hussein & Al-Emami, 2016; Işıklı & Tarakçıoğlu, 2017; Hassan, 2018). Therefore, the participants also had issues in motivating them in learning in an online environment, giving the activities that elicited students' interest in literature, and

develop their language proficiencies at the same time, in line with Hassan (2018), Mohammed (2017) and Gabriel (2020).

The teachers faced challenges in teaching literature in an online environment. Their challenges were caused by the lack of experience as they faced a sudden shift to online learning without proper and adequate training. The challenges included their own technology use, the students' issues in undertaking online classes, and the issues in teaching literature without face-to-face meetings.

Senior High School EFL Teachers' Strategies in Coping with Their Challenges

In facing their challenges in an online classroom, the participants found ways to manage them. The participants shared their strategies in dealing with challenges regarding technology, student, and subject delivery. Some similar strategies were implemented by all three teachers, while they also shared their own strategies.

The participants came up with strategies to deal with their technology problems. Their strategies in facing the issues regarding technology were: (1) spent more time learning and trying out the features of the online platforms, (2) on asynchronous meetings, teachers used the time to browse more websites that could be used in learning, (3) asked the other teachers or students about some features in Google Classroom, Google Meet, or Zoom, (4) first tested the websites for exercises or tests, like Google Forms or Kahoot! Before using it in class. In addition, teachers shared their own strategies:

P01:

"I posted materials in Google Classrooms ahead so if I had troubles with my connection or laptop near my schedule, the students still could access the materials."

"Because my students sometimes had internet problems too, I divided the students in groups and we had WhatsApp group call or vidcall for each group, so they didn't have to wait in Zoom or Gmeet rooms for their group's turn."

P02:

"I reduced the GMeet and utilize WhatsApp. Students can just write or voice note their comments on something, so it solved our internet and participation problems."

"I used to be confused with WhatsApp features as well, but I learnt myself, and sometimes my student taught me to mention, adding group info, reply, or when documents there was expired"

P03:

"Sometimes I assign the students to find YouTube story videos that they liked, whether the topic was from Indonesia or other countries, but still using English Language, and they could present them in GMeet."

The teachers' challenges in technology included their lack of experience and appropriate tools. The teachers' strategies by having asynchronous classes, reducing conference meetings, posting materials ahead, and utilizing WhatsApp (Manzolillo, 2016; Bao, 2020; Cetinkaya, 2017; Mbukusa, 2018), could help teachers' and students' problems regarding the internet and tools, as less meetings reduced the need to use internet, and simple communication applications required

less internet data. Regarding their low experience in using technology, teachers spent more time exploring the features of websites, seeking help from others, and testing in advance, to gain more experiences in their spare time, and become more familiar with their tools and websites, especially the most essential ones. This is in line with Efriana, (2021) that teachers can perform better in an online class when they get used to it.

Regarding the students, the participants had some ways to manage their challenges. In assisting and dealing with students' problems, teachers' strategies included (1) reducing the synchronous video conference meetings for the whole class, (2) reminding the students' deadline in groups or personally, (3) provide detailed instructions in accessing several websites for activities or testing, (4) using plagiarism checker, (5) reducing the number of graded assignments for literature, (6) increasing the sharing and discussion activities.

P01:

"I assign different topics or different types of literary works for students, so they still could discuss things but their work won't be too similar."

"I reduced Zoom meetings and switched to WA or line, whatever require less data and more accessible. They could learn the materials offline and have discussion or ask questions on Zoom."

P02:

"I made sure students made very short videos so the size was small, and they did not need to edit things if they did not know how, and they could send to WA as last resort."

P03:

"I reduce the tasks to be submitted because it made the students felt burdened with workload in online classes, so I just let them have discussion and sharing in class time in GMeet or WA."

"I didn't force the students to have group discussion in conference, so they would not be troubled with signal lost and logged out of breakout rooms. They could chat or call."

"I used like project learning, so I gave one main project for groups for them to work on together, making a short drama video, and an individual task."

The participants' strategies related to students were to help their technology experience, assist their online learning, and provide accessible learning activities. The teachers knew the students' limitations in the technology and internet, so they utilized individual, offline and asynchronous forms of learning, gave instructions to reduce confusion, and adjusted the file size for assignments, in line with Manzolillo (2016), Bao (2020), and Atmojo and Nugroho (2020). In addition, by reducing the synchronous meetings, teachers also employed flipped classroom where the students studied the materials outside the classroom meetings and discussed them in the video conference. It promotes students independent, autonomous and liberate learning (Maharsi, Wijayanti, & Astari, 2021). In assisting the students, they approached the students individually and reduced the workload. They did it to reduce the students' stress, increase their motivation, and creating a sense of togetherness (Atmojo & Nugroho, 2020). Teachers also provided more accessible activities. Project-based could help the students explore the materials and using their creativity in the assignments (Atmojo & Nugroho,

2020), while varying the topics for individual assignments let the students have discussions, as peer learning, to promote a sense of community. Increasing online discussion reduced the number of individual assignments and promoted their interaction and participation in class, while still made them practicing English and critical thinking (Manzolillo, 2016).

The participants also found strategies and managed to cope with their literature subject delivery. In teaching literature, teachers used some strategies, including: (1) using stories that they might be familiar with at first, (2) presenting the students' video creations in the class meetings, (3) also including literary works that students already knew to reduce reading tasks, (4) giving tasks in form of compositions or commentary, (5) including reflections on the English knowledge they gained from videos or stories. Aside from those strategies, the teachers also deployed several other strategies in their respective classes, including:

P02:

"At first, I picked some students to tell their favorite genres or stories, in film or YouTube, then asked others who also liked that, and used them to browse similar stories and discussed about them."

P03:

"I sometimes asked about the novels or comics that became popular films, like Harry Potter, Marvel, Joker, etc. and how they are different. It's okay if they talked about Indonesian movies, too. Then, the class discussion flows around those films."

"I also included something like pantun or rap song with rhymes when the students felt difficulties in creating poems, some felt excited to make the rhymes."

Participants dealt with their challenges in teaching literature by using literary works that students knew and less demanding activities. The students were attracted to speak up more if they were familiar with the literature discussed in the class. That made the activities in their learning time online more student-centered, meaningful, realistic, and applicable (Efriana, 2021). Aside from discussing the literary aspects, they could also practice and evaluate their English knowledge in the discussion, either in the impromptu speech, chat bubble, or their project presentation (Mohammed, 2017). Teachers also used the native form of poem pantun and popular type of song rap. By also implementing familiar forms of literary compositions like pantun or rap, it helped students' understanding, students felt challenged in composing their poems, and they could practice their vocabulary or grammar (Mansoor, 2013). In addition, by using videos as literary sources, like YouTube or films, it reduced reading task and was more interesting for the students, which led to higher achievement (Almurashi, 2016; Škobo & Dragičević, 2019).

To deal with their challenges, teachers employed strategies in their online teaching experiences. Those strategies included the preparations before the class started, adjustments for the number of synchronous meetings, open WhatsApp chats for questions, and adjustments for the material sources, assignments, and assessments.

Conclusion

This study explored the senior high school EFL teachers' challenges in teaching literature online and their strategies to deal with them. The teachers faced challenges regarding their technology uses, students' challenges, and literature subject delivery. Regarding their own technology uses, teachers' challenges included their internet, the use of websites and applications for teaching, and their gadgets. Regarding their students' challenges, the challenges were their internet, understanding, motivation, and participation. Regarding their subject delivery, the challenges were learning sources and materials, the students' interests in literature, and the activities accessible for all students. To cope with their challenges, their strategies included having asynchronous classes to reduce conference meetings, posting materials ahead of time, using WhatsApp for classroom discussion, helping students' technology experiences, assisting their online learning, giving accessible literature-related activities with less workload, and using literary works that students knew. This study is still limited to the participant number. For future researchers, they can vary the education levels and school locations, and include more participants. The implication of this study is for the teachers to have reflection to identify their teaching challenges and find the ways to cope with their challenges, especially in teaching literature in an online environment.

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