The Challenges and Opportunities of Teaching EFL in Revolution 4.0 Era

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ARTICLE INFO	ABSTRACT
Keywords: *English teacher, industrial revolution 4.0, teaching strategies, EFL.*	*This research aims to investigate the challenges and opportunities to teach English in the fourth industrial revolution, and improved the researcher's understanding and expertise about teaching English in the 4.0 industry revolution and researched issues educators face while teaching English of EFL. This study using qualitative method. 3 Englsih teachers as the participants in this research from level of school SD/MI, SMP/MTs, SMA/K/MA especially in BBC Tlogosari. Interviews and questionnaires were used as collecting data techniques. Twenty questions from the questionnaires were used, and three questions from the interview were about the opportunities and difficulties of teaching EFL in the context of Revolution 4.0. In addition, difficulties in the process of teaching and learning exist, especially with modern technology and more innovation. Mostly students will access the internet without assistance, which will have positive or even negative impact, for this reason the role and strategy of educators and facilitators is important.*

1. Introduction

English in Indonesia utilized as a foreign language, in the analytical lenses, educational improvements for English language education in Indonesia took place from the EFL perspective (Zein, 2017). English is for the most part only instructed in schools or education. However, it was conceivable at this time many upper-class individuals who lived in enormous cities utilized English as a second language and educated their children to be more talented in English. In each school, students instructed were knew and got in English, and almost all countries had an English language curriculum, counting Indonesia. Along with the fast advancement of technology within the times, the most important key is education. Today's

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fast technological progresses offer modern competencies and capacities to the world of education, and at the same time changed the way educators educate. Teachers must be prepared to providing learners gain the abilities they must succeed in the post-Industrial Revolution 4.0, innovative workforce (Noh & Karim, 2021).

According to (Huang et al., 2017) The Internet of Things (IoT) era's improved quality, performance, management controlled, and transparency of manufacturing processes are all benefits of Industry 4.0-based combine physical and cyber technologies. The IR 4.0 era changed from the past revolution, which experienced technological progresses such as IoT, sensors and automation and education depended intensely on virtual communication systems and digital platforms. The IR 4.0 era in education aims to overcome conventional ways of educating and learning. Classes became more flexible by accommodating a variety of learning strategies.

There were many opportunities for innovative technique and classroom practiced in this era, so as to quicken the enhance student learned in outdoor and the effectiveness of teachers. In addition, teachers' in the current digital era needed a 21st-century learning mindset, digitally literate, constantly learned new things, and also to helped teachers to took advantage of the opportunities offered by industrial revolution 4.0. Today's educators were strongly urged to use blended/hybrid learning, which combine some in-class activities with certain online platforms (Afrianto, 2018). Certain were all the improvements of the 4.0 revolution had a positive effect on accomplished educational objectives in the future.

2. Literature Review

2.1 Education and Industrial Revolution 4.0

According to (Afrianto, 2018),the term "industrial revolution" refers to several of significant transformations in the industry, beginning with industries 1.0, 2.0, 3.0, and 4.0. Workers (people) can connect with machines and robots, manage performance based on digital input, automate knowledge work, and handle projects remotely by using IR 4.0 features.

Each Industrial Revolution has affected the way we think, act, and communicate. We must quickly adjust in this changing world (Noh & Karim, 2021). We have to be open to new ideas, be ready to implement them, and recognize that risk-taking and creativity are crucial. All these new developments are disrupting many areas of life, including education. IR 4.0 can be negative, so both schools and teachers might be threatened. However, there were also benefits, including numerous chances for creative research and methods of instruction that may increase teachers' productivity and improve the academic results of their students (Uspayanti, 2021).The teacher of the 4.0 era must therefore be informed and flexible. Teachers in the digital age need to be prepared to utilizing IR 4.0's prospects for more innovative and adaptable teaching. They also need to have a mindset of continuous learning.

The 4.0 industrial revolution will significantly change the structure, model, and type of work required, which is one of the main problems it will face (ARSAF, 2020). Specifically, the problem for teachers in the context of education is not just the possibility of teacher-replaceable employment but also how to deal with new genes that have characteristics of their own. For instance, today's teachers will deal with students who have grown up around electronics or smart devices since they were babies. Typically, people refer to them as "digital natives" (Afrianto, 2018).

It could be challenging for teachers to prepare their students for this situation throughout the classroom learning process (Lama, 2018). Therefore, teachers must continue to consider how they might use students' familiarity with technology, such as gadgets, in the classroom (Mokhtar, 2021).

The IR 4.0 ages specifically offers opportunities for teachers to target potential students who are still limited to traditional classroom settings. As a result, a new trend in systematic learning/virtual lectures is beginning now. For example, we no longer have to travel to the US to attend Harvard University (Afrianto, 2018). As a result, education also experienced a significant revolution in terms of effectiveness and efficiency as well as models and approaches. In the end, the 4.0 age has not only improved other areas of life but also given the world of education fresh hope (Agussani, 2020).

2.2 Teaching English in Industrial Revolution 4.0

A.   Strategy for an Effective Class

To (Loganathan & Hashim, 2020),The biggest challenge for teachers in the 4.0 era is getting students' attention and communicating ideas in a way that will remain with them after they leave the classroom. This will happen if there is experience and creative thinking that improves the effectiveness of teaching and learning techniques. There are innovative strategies that will help teachers in rethinking their strategies and bringing fresh ideas to the classroom.

According to (Prabawanti et al., 2018) there are five teaching strategies that are effectively implemented to support flipped classrooms; facilitating interpersonal communication, asking questions of students, checking their understanding, and making the topic relatable. There were many kinds of teaching English strategies in the language teaching process of the era digitalization which industrial revolution 4.0 (Afrianto, 2018) as follow:

a.   Student-centered

A student-centered learning method should be used to develop student learning in the classroom. While the teacher plays a larger role in facilitating learning. Students are treated as learning objects that actively foster their potential with areas of interest. Instead of listening to and memorizing the information that the teacher presents, students are now expected to develop their own knowledge and skills and take part in real-world problem solving activities. Teachers can employ a variety of learning methods when adopting student-centered leaning, including project-based learning, etc.

b.   Contextual learning.

The educational content must be relevant to students' daily life. The teacher creates teaching strategy that help student to relate the outside of the world. Instead of only providing answer to questions, learning should focus on developing new problems. The teacher assists student in discovering the values, purpose and confidence they may apply to related condition. The teacher evaluates students' performance using real-world benchmarks. Contextual learning and problem-based learning are two strategies that will be applied on this situation.

c.   Community integrated learning

The teachers need to make an effort to help students become responsible citizens, much like contextual learning. Learning should therefore enable students to participate in their social surroundings. As an illustration, hosting community service events enable students to practice assuming roles, carrying out specific tasks in a social setting, and performing specialized labor. Instead of teaching regular thinking, learning is intended to develop analytical thinking (decision making).

d.   Collaborative learning

Students must be able to collaborate with people who are different in their cultural of backgrounds. And in this context, more cooperative learning strategies need to be implemented by teachers during class time.

e.   Technology based learning

The internet of things and people, I-cloud, big data, connectivity, and digitalization are all characteristics of IR 4.0 learning, so it is crucial for teachers to incorporate the most information technology advancements into their lessons and learning activities. For instance, they must be using offline and online learning method. The educator has the ability to various online learning applications such as, Google Meet, Google Classroom, Zoom, or use social media platforms such as Youtube, Whastapp, and etc. In this context, the teachers need to maximize for using device up to date by using smartphones in the classroom for learning. In short, learning online and/or through networks will have a significant impact on the efficiency and acceleration of learning in this digital era.

B.   Technology Innovation

To (Loganathan & Hashim, 2020), Teachers are described as be able to used technology as an instrument of their teaching and learning and being digitally aware. Also mentioned is the fact that the teachers understand the value of integrating technology for their kids. The teachers' increased technical ability nowadays has improved their credibility in accepting diversity, inclusivity, and technological innovations. Being able to communicate quickly through technologies like emails, texts, and social media is a result of their distaste for slow technology. Through this, it realized that technologies are not just restricted to hardware and websites, but also comprise software, educational materials, applications, and other devices like LCD and televisions.

To (Uspayanti, 2021), Students can be encouraged to learn the value of studying English by using internet-based tools like Google Classroom, WhatsApp, Google Translate, Zoom, and Google Meet, which offer a variety of learning techniques including the use of audio, video, practice questions, and online resources. Moreover, the audio linguistic technique, voice notes, TPR, GT, blended learning, direct questions and answers, and discovery learning can all be used by students to learn.

3. Research Methodology

3.1 Research Design

Qualitative research is associated with identifying and locating relevant information, analyzing data, and developing and expressing ideas (Mokhtar, 2021).The research process include developing questions and techniques, data collection that typically take place in the setting of the participant, inductive data analysis that build from specifics to broad themes,

and the researchers' evaluation of the significance of the findings. Because the purpose of the research was to find out and evaluate the problem, the researcher used this approach to research.

3.2 Participants

The participant has some criteria that were selected by the teachers from BBC Tlogosari on several levels of education as follows SD/MI, SMP/MTs, SMA/SMK/MA as respondents. So, it can show the variation and can represent the several levels school, not only in challenges in teaching English but also the strategies.

3.3 Instruments

There are many different instruments of research that can be used collecting data. The most common ones include secondary data, focus groups, observations, surveys, questionnaires and interviews were utilized as the instruments.

The researcher use questionnaire and interview will focus on theory linked to title (Uspayanti, 2021).

1.   Questionnaire

Questionnaires are an essential research tool and commonly used data collection method of the research. The researcher has to select the method for data collection before developing a survey or questionnaire (Taherdoost, 2016).The questionnaires are created by own, which contains 20 questions and it includes answers to the problem statement as well as the theory associated to the title.

2.   Interviews

The interview is a conversation between two people that is started by the interviewer with the aim of gathering data that is pertinent to the research (Muzari et al., 2022).The language of the question, the order of the questions, and the duration of the interview are required at the time of the respondent interview.

3.4 Data Analysis Procedures

This research uses qualitative research method with descriptive qualitative. Descriptive research is about describing things in a careful and organized way. The main aim is to understand and explain what is being studied. Descriptive research is a type of research that includes different ways of studying things like surveys, comparisons, interviews, and analyzing texts. These subcategories are not distinct based on the information that is available, but rather on the methods they use to gather and/or study the data (Atmowardoyo, 2018).

4. Findings

4.1. The Result from Questionnaire

The questionnaire is about teachers' participation at the English course in BBC Tlogosari Semarang. The intended participation by the researcher is more about the challenges and opportunities while teaching English for EFL. There were 20 questions adapted from Afrianto's research, Uspayanti Rezky and Arsaf Assyifa Salsabila as mentioned in the previous chapter.

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The description of the data obtained from the results of the analysis of the answers given by the participants. Then the researcher clearly explained the results of the questionnaire about that consist of five categories and will be discussed as follows; the challenges or difficulties faced in EFL education in the era Industrial Revolution 4.0 the teacher's strategies to solve the difficulties, the technology innovations occupied in the class, problems unresolved faced by the teachers

4.2. Question of Interview

There were 3 questions on the interview related to the challenges, opportunities and strategies of teaching EFL in the era of industrial revolution 4.0 that has been given to participants that were 3 of English teachers in BBC English Course, each at different level. For the first question is;

a. What do you think about the changes of education revolution in this era? Based on an interview, the challenges faced by students are technology facilities from the students. Thus, the teachers are difficult to know the students who have understanding the material or not. Besides that, some teachers are still unfamiliar with online learning and some are used to getting previous training. Then with fast technology it bring the good changes for educator to improve the quality of teaching English with high technology and make teaching learning process become much easier and fun.

b. Can you explain to me, how to adapt in different kind of situation?
Based on the result of the interview, if the situation it's mean for new situation, the educator must keep learning. High-tech resources were also offered for educating students about the value of studying English.

c. What are methods used in teaching English both online and face to face?
If in online classes, teaching learning use technology that is already available, using teaching materials such as Quiziz, Kahoot, Wordwall, Google Classroom, etc. But, if in offline class (face to face), it must for educator to use creativity when learning with teaching aids like flashcards, board game, sign or diorama, etc

5. Discussion

The result of this research shows that there are lots of challenges, difficulties, and opportunities to teaching English as a foreign language (EFL) in the modern era. Teachers also use various technologies and strategies, and several problems are unresolved. From the data of 3 respondents, several points were obtained to clarify it;

First, about the challenges or difficulties faced in EFL education in the Industrial Revolution 4.0 era shows that roles of the teacher is not only as an educator but also as a facilitator, according to (Susanty et al., 2021) Educators, particularly English teachers, must enhance and refresh their capacity to provide high-impact education of the world's fast-expanding who has a very important role in facing technological education in the era of globalization. And with English is used globally as a second or foreign language in many countries (Hashim et al., 2016) and will be very important in the future in facing the era of globalization, by making it easier to access information, carry out transactions and interact with people all over the world. Apart from being an international language, learning and studying English will improve our language skills. The internet and education have merged in the Age of 4.0 eras

since the fast growth and transmission of technology. The digital transformation will also increase the flexibility at various levels of education by using AI in the current era is very useful (Shahroom & Hussin, 2018) and makes learning easier for both teachers and students. AI will also be very helpful in the 4 main contexts in English, as well as in interpreting words and sentences. The use of AI for students, namely, helping students study material independently and the use of AI for educators includes helping teachers identify student progress, student assessment, feedback, and providing additional material. Apart from making it easier for EFL educators, technological advances in the 4.0 era, which require us to be able to speak English, provide enormous opportunities for educators to teach flexibly from references and digital platforms. Furthermore the challenges contain the teaching for EFL relative access to resources from the government and schools, student's self-assurance and activities, and more parental monitoring and support in given right now. So, in the 4.0 era, educators need to become more knowledgeable.

For the second of the result did by the researcher, the teacher mostly used teaching strategies on teaching-learning process such as; direct instruction, discussion, small group, and role play. But in this era, the educators emphasized to use virtual learning because this strategy is easy to be integrated with the current technology that is the internet and smart gadget (Hayati et al., 2021) .In which the use of current technology will help the students learn better. The most important thing to face the 4.0 era is that teachers must keep up with the times. The teacher's role in learning is centered on caring for and guiding students with problem solving methods in achieving certain contexts.

In the era 4.0, where the use of IoT and other supporting technologies has become a learning tool for educators and students by using LCD projectors, audio video, and other digital platforms. So that the use of paper is reduced and students will be more creative in using the internet. This research shows that students can found material easily and improve their skills via the internet and in practice learning is more fun (Hayati et al., 2021). Most children already have their own smartphones for now, they don't just rely on books and teachers; for this reason, they use technology by using the teacher's learning techniques so that they are easy to understand (Hamzah Fansury et al., 2020).The educators given priority are given to students who will later explore and analyze with the help of technology, cooperatively and collaboratively, so that students can socialize and respect each other. Apart from that, students can present their learning results with presentations, turning normal classes into interactive digital ones. With this technology, learning modules can be converted into PDFs and online tests. Educators are open and have rules in the classroom; students can keep or collect cellphones during class and when they are not needed. Educators must also provide guidance on internet safety and supervise students in its use. In this case, teachers must accept change and start growing because of the new developments in technology. The government should take an interest in educational equality in order to provide equal chances for educators and students. The government's responsibility is to support in providing suitable facilities. Create a group of educators who can help with technological problems and give students, educators, and parents specialized training in technology and the internet so they can stay up to date on the latest innovations.

There are some problems; the lack of ability in mastering the technologies usually teacher doesn't want to improve their skill in internet and technology, because of the age and their capability to understand technology is low. Especially more experienced teachers still use

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conventional methods and do not want to develop their skills (Hayati et al., 2021).The school must has a few facilities to support the leaning process, and the students come from different family backgrounds and it may affect their manners and learning style in the class. Educators who try to help students maximize their full potential, follow up with and improve their skills in the newest innovations of technology by investigating, for instance, the class becomes more productive and enjoyable (Anggraeni, 2018).By the educators need to have current abilities and skills in order to participate in courses or seminars on the benefits of technology, as well as being able to understand and adapt to technological changes.

In summary, era of industrial revolution 4.0 presents both opportunities and problems for English teachers in institution or schools when it comes to applying innovative technologies for teaching English as a foreign language. However, additional study must be conducted to solve the issue of technological lag and to give English teachers both general and specialized training in using technology

6. Conclusion

Education has seen significant changes as a result of the Fourth Industrial Revolution, which is good for learning effectiveness and efficiency. But it also affects how many teachers and schools are needed. Therefore, the purpose of this research is to learn about the opportunities and challenges of education 4.0 in the context of teaching English to EFL students, as well as the challenges that educators face. Furthermore, we are looking for alternatives to improving the professional standards of English teachers in the context of the industrial revolution 4.0.

Education 4.0 offers students the flexibility to plan their study wherever they are by using internet-based tools, which can have positive and negative impacts on teaching English, according to this research. In addition to facilitating opportunity and supporting creativity, education 4.0 improves students' motivation and sense of self-worth. For students, educators create relevant learning experiences that ready graduates for the workforce and future living. As well as, creating possibilities for teachers to use technology in the learning process. The teaching of English has unfavorable effects from education 4.0 in addition to favorable ones. Inexperienced educators find it difficult to deal with this, which decreases teacher-student engagement. Beyond that, strong internet access is required by technology.

This study provides strategies for educators in the 4.0 era revolution in facing difficulties that have not been resolved, including: being aware of and adapting to developments, developing collaboration with students, improving quality and competence as teachers, participating in and participating in teacher professional development.

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