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ABSTRACT

Citra Kusuma Wardhani, 2022, *Analysis of English learning difficulties faced by the 11th grade social science students at SMA Negeri 8 Makassar during online learning*, supervised by Marleiny Radjuni and Nasmilah

This research was conducted to determine the students' learning difficulties in learning English through online in class XI IPS 3 at SMA Negeri 8 Makassar, it also disclosed the factors that cause these difficulties and what strategies do the students used to overcome these difficulties.

This research is qualitative using descriptive analysis techniques. The data was collected using observation, interview and documentation method. To analyze the data, the writer used Miles and Huberman descriptive analysis method which consists of data collection, data reduction, data presentation and conclusion/verification.

There are three findings in this research. Firstly, English online learning difficulties faced by students are among others, network and data plan constraints, lack of vocabulary, lack of interaction between student and teacher, the number of assignment given by the teacher, and lack of students' focus. Secondly, internal and external factors that cause these learning difficulties are a lack of interest and motivation by the students, lack of parental assistance, and the environmental conditions which do not support online learning.

However, it was found that the students used several strategies to overcome these difficulties. These are finding conducive place to study and doing independent learning.

Keywords : students, learning difficulties, online learning, english

ABSTRAK

Citra Kusuma Wardhani, 2022, *Analysis of English learning difficulties faced by the 11th grade social science students at SMA Negeri 8 Makassar during online learning*, dibimbing oleh Marleiny Radjuni and Nasmilah

Penelitian ini dilakukan untuk mengetahui kesulitan belajar bahasa Inggris siswa melalui pembelajaran online di kelas XI IPS 3 SMA Negeri 8 Makassar, faktor yang menyebabkan kesulitan tersebut dan strategi yang digunakan siswa dalam mengatasi kesulitan tersebut.

Penelitian ini menggunakan metode kualitatif dengan teknik analisis deskriptif. Pengumpulan data dilakukan dengan observasi, wawancara dan dokumentasi. Sedangkan analisis data menggunakan analisis deskriptif Miles dan Huberman yang terdiri dari pengumpulan data, reduksi data, penyajian data dan penarikan kesimpulan/verifikasi.

Temuan penelitian ini menunjukkan bahwa kesulitan belajar siswa dalam pembelajaran bahasa Inggris melalui online pada kelas XI IPS 3 SMA Negeri 8 Makassar meliputi kendala jaringan dan data plan, kurangnya kosakata, kurangnya interaksi antara guru dan siswa, banyaknya tugas yang diberikan oleh guru, dan kurang fokus saat belajar online. Kemudian, faktor yang menyebabkan kesulitan belajar bahasa Inggris melalui pembelajaran online pada siswa kelas XI IPS 3 SMA Negeri 8 Makassar adalah faktor internal dan juga faktor eksternal. Terakhir, strategi yang digunakan siswa kelas XI IPS 3 SMA Negeri 8 Makassar untuk mengatasi kesulitan belajar bahasa Inggris melalui online adalah mencari tempat yang kondusif agar kegiatan belajar dapat terlaksana dengan baik dan siswa harus belajar mandiri melalui internet sehingga mereka dapat mengetahui lebih banyak tentang materi yang diajarkan.

Kata kunci : siswa, kesulitan belajar, pembelajaran online, bahasa Inggris

CHAPTER I

INTRODUCTION

A. Background

Education is an activity that is conscious and purposeful and full of responsibility carried out by adults on children so that a relationship arises between the two so that children reach the maturity they aspire to and take place continuously. Education must bring about human change for the better. Therefore, education must be managed as well as possible so that it is of high quality. The implementation of education at all levels of education will only be effective if it is managed by educational staff and professionals. In addition, to improve the quality of education, a new innovation in the education system and learning process is needed that is appropriate and effective in accordance with the times.

One of the subjects that plays a significant role in education is English. Based on its implementation from elementary school to secondary school, English has a very essential role to develop. English is always present in everyday life since it is used as an international communication tool and can be used to provide and obtain information in a variety of ways.

Nowadays, many films, TV shows, books and music are published and produced in English. by understanding English, you won't need to rely on translations and subtitles anymore. By accessing these media, you will also continuously improve your English listening and reading skills. Thus, despite

being an important subject, English is considered a complicated subject by some students. Therefore, the use of the right learning model is needed to help students understand English. A good learning process is complemented by service facilities and the ability of teachers to use and utilize learning conditions effectively.

Due to COVID-19 (CoronaVirus Disease), English learning is hampered and cannot be done face-to-face between teachers and students. The emergence of this outbreak has affected many sectors, one of which is the education sector. The government closed schools to stop the spread of the virus. Therefore, the government makes an appeal to comply with health protocols and change learning from face-to-face to online learning.

Online learning is a way of teaching and learning that makes use of the internet and digital media to provide information. This learning method has both advantages and disadvantages in numerous aspects. The current pandemic situation, which requires online learning for mutual safety, shows the benefits. Although there are numerous benefits of online learning, there are also many concerns about the economy, which is deteriorating when this pandemic occurs, especially since online learning requires adequate internet connectivity and expenditures are not cheap.

Online learning, in addition to stopping the spread of COVID-19, is expected to be an alternative in overcoming the problem of independent learning that allows students to learn wider knowledge materials on the internet so that it

creates student creativity and implementation of 2013 Curriculum policies (Darmalaksana, Hambali, Masrur, & Muhlas, 2020).

This sophistication makes online learning a form of independent learning and encourages students to be more active in learning. Besides, this learning method can train independent learning while encouraging students to be more active in learning (Firman & Rahman, 2020).

However, in the process of implementing distance learning, it was found that there were many limitations and problems that occurred in the field, involving the teacher, the students, and the parents of the students. From the student's perspective, they feel pressured when studying remotely because they feel compelled, especially if the facilities and infrastructure at home are inadequate. Wardani, Anita, & Ayriza (2020) also explained the problems in online learning that are also experienced by parents. These obstacles arise because parents do not understand the material, parents find it difficult to foster enthusiasm and motivation for children's learning, it is difficult to manage time between parents' work and children's assistance, parents' limitations in operating gadgets, limited internet coverage, and parents who are less patient in accompanying children during online learning. The problem that comes from the teachers themselves is that teachers feel they are not ready for the COVID-19 pandemic because the learning system still has to be reorganized and there is also no training provision for teachers during the online learning period.

This condition causes anxiety and confusion for the world of education, especially for teachers. Teachers need to prepare an effective learning system in order to achieve learning objectives. Then the teacher is expected to be able to choose the most appropriate and effective models and media that can be used in the learning process by adjusting the current situation and conditions so that the teaching and learning process continues and is achieved optimally.

One of the schools that implements online learning is SMA Negeri 8 Makassar. Like any other school, the COVID-19 pandemic has affected the learning process. The school, under the leadership of Mrs. Suriani, decided to carry out online learning. This online learning activity was carried out in mid-March 2020. SMA Negeri 8 Makassar is a public school located on Jl. A. Mangerangi II No. 24, Tamalate, Makassar, South Sulawesi.

The explanation above shows that online learning carried out in this pandemic era requires adaptation from schools, students, and parents themselves. Learning carried out using the distance method requires careful preparation both from the facilities and infrastructure to support the learning process so that the learning process can proceed well.

Online learning becomes less effective learning if there are still many obstacles that exist between teachers and students. The writer is interested in doing this research because online learning is ongoing and can be reviewed directly by knowing students' learning difficulties, the factors of learning

difficulties faced by students, and the strategies used by students of SMA Negeri 8 Makassar to overcome difficulties in learning English through online.

Therefore, based on the explanation above, the writer is interested in conducting research on "**Analysis of English Learning Difficulties Faced by The 11th Grade Social Science Students at SMA Negeri 8 Makassar During Online Learning.**"

B. Identification of Problems

Based on the background of the problem above, the identification of the problems in this study are:

1. Online learning is less effective for students in understanding the lesson.
2. The low learning outcomes achieved by students.
3. Less varied approaches and learning models so that students are less motivated to take part in online English learning.
4. Students' lack of attention and interest in learning English.

C. Scope of Problem

This study will be limited to the following matters :

1. The difficulty of students learning English through online.
2. Factors that cause difficulties in learning English through online.
3. Strategies to overcome the difficulties in learning English through online.

D. Research Question

Based on the background that has been stated above, the research questions in this study are:

1. What are the learning difficulties faced by students of 11th grade social sciences SMA Negeri 8 Makassar in learning English through online system?
2. What are the factors that cause these difficulties ?
3. What are the strategies used by the students to overcome these difficulties?

E. Objectives of The Study

Based on the Research Questions above, the objective of this research was :

1. To examine the learning difficulties faced by students of 11th grade social sciences SMA Negeri 8 Makassar in learning English through online system.
2. To find out the factors that cause these difficulties.
3. To discover the students strategies to overcome these difficulties.

F. Significance of the Study

There are two significance of this research, they are; theoretical and practical. Theoretically, this research contributes to the development of knowledge about the factors that cause difficulties in learning English online and also the strategies employed by students to deal with these difficulties. Practically, providing insight to teachers in solving student learning problems during online learning, especially in English subjects. By knowing the main factors, it is hoped that it can help teachers in teaching and using appropriate strategies to help students learn English during online learning. In addition, the significance of this research is expected to be able

to contribute not only to students at SMA Negeri 8 Makassar but also to all aspects here.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

Nur Adila (2020) about factors influencing online learning difficulties in learning Indonesian for class IX students of SMA Negeri 3 Gowa. The results of this thesis research are factors that influence online learning difficulties in Indonesian language learning for class XI students of SMA Negeri 3 Gowa, namely the results of observations made by researchers on Indonesian language learning through online making students less active. Includes three factors, namely in terms of internet network, limited quota and ineffective teaching and learning activities (KBM). The level of difficulty, the teacher is difficult to explain the material, In addition, they are only stupid when learning online, they are smart to reason that there is no quota, it is difficult to discuss. Efforts to overcome these difficulties by asking parents to educate or monitor their children well, giving assignments that express opinions.

While research from Ulfan Mulyawan (2020) about Online learning problems; Barriers to learning English by students. This study, tries to explore problems that have the potential to hinder students' understanding during online learning, which means that researchers will only focus on obstacles in the learning process, both internal to students and external from teachers and parents, not technical matters such as network constraints, no quota and other related matters. Subjects in this study were

15 junior high school students in Penan, Pejarakan, Ampenan. Qualitative research with this descriptive approach, in the process using Observation and Interview methods as the main way to obtain data where the results of this study classify the main problems that arise into 3 parts, namely; 1) There is a delay from the subject in participating in online class activities, 2) There is a tendency not to take learning activities seriously by doing other activities such as playing games, watching TV and other activities and 3) the lack of time and the ability of companions during the learning process is good because they do not have sufficient understanding of the material as well as the existence of other activities or work that must be undertaken.

In addition, a study conducted by Desy Rikha Frida Ventik (2017) about Causes of the Students' Difficulties in Learning Speaking at the Senior Vocational School. The findings of this research showed that the students encountered the difficulties in speaking English due to some factors namely inhibition, nothing to say, low or uneven participation, and mother tongue use. These difficulties were in the form of fear of making mistakes, shyness, lack of vocabulary, grammar knowledge use, little talking time in group discussion, and the use of Bahasa Indonesia to answer the teacher's question and to talk with their classmates. Other factors that made the students have difficulties in speaking English were lack of confidence and less support of the environment. The researcher suggests the English teacher to improve the performance and have other strategies to teach speaking. In addition, the result of

this study is expected to be useful for the next researchers as the reference in conducting further research about students' difficulties in learning speaking.

B. Definition of Study

In classroom activity, students are learning everything from the teacher. However, they also can explore new knowledge by themselves. In general, learning process not only occurs in the classroom but also takes place in the society. Slameto (2017 p. 2) stated that learning is a process of effort carried out by a person to obtain a whole new change in behavior as a result of his or her own experience in interacting with the environment. Learners build knowledge as they explore the world around them, observe and interact with phenomena, converse and engage with others, and make connections between new ideas and prior understandings. In line with Slameto , Schunk (2012: 5) argues learning is a change in behavior which results from practice or experience. Those statements explain that students' behavior changes since the students interact with others and society through experiences and exercise they acquire.

Learning is a process that occurs in a complex social environment and thus should not be limited to being examined or perceived as something that happens on an individual level. Instead, it is necessary to think of learning as a social activity involving people, the things they use, the words they speak, the cultural context they are in, and the actions they take (Bransford, et al., 2006; Rogoff, 1998), and that knowledge is built by members in the activity (Scardamalia & Bereiter, 2006). These

learning activities can be done anywhere, some are done at school, at home, and in other places such as in museums, in laboratories, and in the forest. Learning is a complex student action and behavior. As an action, learning is only experienced by learners themselves and will be a determinant of whether or not the learning process occurs.

According to Suyono and Hariyanto (2014: 9) learning is activities of knowledge acquirement, skill development, behavior changes, and character building. Similar idea is also argued by Iskandarwassid (2011: 5) that learning is a process that occurs in ourselves which changes our behaviors in thinking or acting.

Brown (2008:8) also describes that there are at least seven components of the definition of learning, including:

1. Learning is acquisition or "getting."
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, cognitive organization.
4. Learning involves active, conscious focus on and acting upon events outside or inside the organism.
5. Learning is relatively permanent but subject to forgetting.
6. Learning involves some form of practice, perhaps reinforced practice.
7. Learning is a change in behavior

From the explanation above, the writer conclude that learning is a process or an activity that occurs in ourselves as a result of interaction, practice, experience, and society which changes knowledge, behavior, and the way of thinking

C. Definition of Learning Difficulties

Every student is different. This difference also causes differences in learning styles among students. This sometimes causes a child to be trapped in the most difficult situation in learning, namely a situation where students cannot learn properly. As a result, diagnosing learning challenges is important in order to understand the many types, characteristics, and backgrounds of learning issues.

Clement, in Weiner (2003) affirm that Learning difficulties is conditions in which children with average or above average intelligence abilities, but have learning disabilities or failures related to obstacles in the process of perception, conceptualization, language, memory and concentration, self-mastery, and integration functions sensory motor

Learning difficulties are caused by multiple reasons, according to Westwood (2018), The first is an internal aspect, which includes affective factors including motivation, self-confidence, self-esteem, and attitude. The second one is external aspect, which include socio-cultural components such as a teacher, teaching and learning aids, and classroom culture.

Learning difficulties are situations in which students unable learn normally, due to threats, obstacles or distrubances in learning. According to The United States Office of Education (USOE) in Mulyono Abdurrahman (2003) learning difficulties are a problem with one or more of the basic psychological processes, such as understanding and using teaching or writing language. Whereas, according to Sunarta (1985) learning difficulties are difficulties that students have in their learning activities, resulting in low learning achievement and changes in behavior that are not consistent with their classmates' participation.

It can be concluded that learning difficulties is a condition in which students cannot learn as they should due to threats, obstacles or disturbances as well as factors that cause them to not be able to learn properly.

D. Factors that affect Learning Difficulties

Learning difficulties is one phenomenon that has an impact on students' learning achievements being low, both coming from within and outside of their closest environment. This can be viewed from the internal and external point of view of students. Learning difficulties are influenced by two factors, according to Aunurrahman (2014: 177-196): internal and external factors. Internal factors are factors that come from within students including: characteristics of students, attitudes in learning, motivation to learn, concentration of learning, processing learning materials, exploring learning outcomes, self-confidence, and learning habits. External factors are factors that come from outside the student including: The teacher as a

student learning coach, the social environment of students in schools, the school curriculum, and learning infrastructure and facilities.

The factors that cause learning difficulties can be classified into two groups, namely:

A. Internal factors (factors from within):

1. Physiological factors
2. Psychological factors

B. External factors (factors from outside themselves):

1. Family
2. The role of teacher and students
3. School conditions
4. Community environmental

For more details regarding the factors that cause learning difficulties, the above can be described as follows:

A. Internal factors

1. Physiological factors

According to APA Dictionary of Psychology, physiological factors are factors pertaining to the functions of a living organism and its parts as well as to the chemical and physical processes involved in this functioning. Physiological factors are physical factors of the students themselves. As a simple example, if a student is sick, of

course, the student's ability to receive the subject matter will be disrupted. so that the process of receiving lessons and understanding lessons is not perfect. In addition to illness, there are physiological factors that we need to pay attention to because they can be the cause of learning difficulties in the form of body defects, which we can subdivide into mild body defects such as hearing loss, lack of vision, and movement disorders, and permanent (serious) body defects such as being blind, deaf, and dumb.

2. Psychological factors

Psychological factor is a factor that is mentally or spiritually concerned with the aspects in students' acquisition. Examples of psychological factors that affect students' learning difficulties are a sense of security, motivation, intelligence, talents, interests, and so on.

a) Motivation

Mustajib (2017: 3) stated that motivation refers to an inner state of cognitive and emotional arousal which vigorously drives someone to consciously embark endlessly intellectual and physical effort to attain a previously set goal. Learning motivation is a desire to pursue something that comes from both within and without students (intrinsic and extrinsic motivation). The desire to succeed, the urge to study, and the hope for student goals are all examples of intrinsic motivation. Extrinsic motivation, on the other hand, includes things like praise, a pleasant learning atmosphere, fun learning activities, and the teacher's efforts in instructing students.

b) Intelligence

Intelligence is a general mental capability that involves the ability to reason, plan, think abstractly, comprehend ideas and language, and learn. Intellectual ability involves comprehension, understanding, and learning from experience (Armstrong, 1994). Intelligence is sometimes referred to as Intelligence Quotient (IQ), cognitive functioning, intellectual ability, aptitude, thinking skills and general ability. Intelligence testing is the estimation of a student's current intellectual functioning through performance of various tasks designed to assess different types of reasoning (Bindu , 2007). We often find there are people who are fast, agile, and skilled who, in a relatively short time, can complete the task at hand. Many people have difficulty completing tasks because of the problems they face. This requires a relatively long time. There are those who are slow and cannot complete their work. One of the factors that determines this is the level of intelligence of the person. Intelligence itself is the ability to achieve achievement in schools in which thinking plays a major role.

c) Talents

The term "academic talent" refers to above-average performance in one or more academic domains (Tomic & Span, 1993). A person's talent is an ability that seems to be inherent in him and can be used to accomplish certain tasks faster and better than average people. If this skill is unappreciated, it might lead to learning difficulties. If a student is forced to learn something other than his ability, he or she will have learning difficulties, like becoming easily bored, discouraged, or sad, and others. If a student

learns something he or she enjoys and is good at, the student will have an easier time in learning.

d) Interest

Hidi & Renninger (2006) argue that interest is a psychological state characterized by increased attention, effort, and affect, experienced in a particular moment (situational interest), as well as an enduring predisposition to reengage with a particular object or topic over time (individual interest). In education, student interest refers to the inclination of the student towards a particular subject in which he or she is easily able to connect without any hassle or hurdle. The student may develop an interest in any specific content or work in education. Without the student interest, it is impossible to achieve much. Thus, for achievement, the teachers and academicians put efforts first to develop the interest.

B. External Factors

Things or situations that are outside of the students' control are referred to as external factors. All situations and environmental conditions that do not support student learning activities are included in external student factors.

a) Family

Families are important for their children's healthy development; happy, healthy children have a positive impact on the school climate, resulting in improved academic outcomes. Families are more likely to have children who experience a positive school

climate and have high levels of academic achievement when they are knowledgeable about their children's school and experiences at school, have consistent contact with their children's teachers, and hold staff accountable for maintaining a positive, healthy climate. Families can help improve the climate of their children's school by actively recruiting other families to become involved, and by reinforcing academic, social, and emotional lessons learned at school in the home.

However, not all parents are capable of taking complete responsibility for their children. Children who do not receive enough attention will certainly differ from children receiving proper attention. Furthermore, the relationship between parents and children, whether harmonious, rarely met, or even separated, has an impact on the learning habits of children. The type of parenting given to children does have a significant impact on their physical, psychological, and mental development. And this is, first and foremost, both parents' responsibility.

b) The role of teacher and students in learning

According to Ngalim (2003:84) teachers who can understand the difficulties of the students in terms of learning and other difficulties beyond learning problems, especially those that can inhibit learning activities of students. In learning the teacher acts as a motivator so students want and are able to learn according to the objectives of the course, the curriculum objectives, the internal goals and the objectives of national educations. In teaching the teacher task is to realize students in order to understand, and be able to carry out what he said and governed. As well as students

as educators are required to understand, and to be willing and able to carry out the things the lecturer explained or convey to them.

However, teachers can become learning difficulties for students if the way the material is presented is not good, for example, because the teacher is not prepared or does not understand the textbooks. So, when explaining it to children, it is not good and difficult for children to understand. Likewise, the methods and attitudes of teachers who are not good can bore children. The relationship between teachers and students can also be difficult because, usually, if the child likes the teacher, she/he will also like the lessons she/he gives. On the other hand, if the child hates the teacher or there is a bad relationship, then it will be difficult for them to accept the lessons they gives.

c) School Conditions

Facilities and infrastructure are facilities that are absolutely fulfilled to provide convenience in carrying out an activity even though they have not been able to fulfill the facilities and infrastructure properly. Educational facilities are all facilities needed in the teaching and learning process, both movable and immobile so that the achievement of educational goals and runs smoothly, regularly, effectively and efficiently. Educational infrastructure is a facility that indirectly supports the course of the educational process, such as: yard, garden or School Park, road to school, school discipline, and etc. Students, on the other hand, will struggle to learn if school facilities and infrastructure are inadequate.

d) Community environmental

Environmental factors in the community play a significant part in the development of children's personalities, as well as their abilities and knowledge. In the community, where undesirable habits like consuming alcohol, gambling, and so on can stifle the development of a person's personality and abilities, including in a child's teaching and learning process.

Based on the description above, it can be concluded that the difficulties learning is anything that makes it easier or more difficult for someone to learn, grasp, and master something in order to achieve their goal. There are difficulties learning can be characterized by achievement that is low or below the average achieved by the class group, the results achieved are not balanced with the work done and slow in doing learning assignments. Students who experience learning difficulties will be difficult in absorbing the subject matter delivered by the teacher so he will be lazy in learning and unable to master material, avoid lesson and ignore tasks that are given the teacher.

E. English Learning

English is one of international languages, widely used and studied all over the world. Nowadays, English has been important in international interaction. There are many aspects, such as: education, economy, and politics. Mastering international language is something that needs to be developed at this time.

According to Brumfit (2001:35) English is an international language that is the most widespread medium of international communication. As an international language, English is used as a means of communication between nations that have different languages. First language differences will not prevent people from communicating like English. English is one of the communication tools used both orally and in writing. English is an foreign language that is often used in Indonesia and has been taught in schools.

Although English is not the most spoken language in the world, it is the official language in 53 countries and is spoken as a first language by around 400 million people worldwide. But that's not all, it is also the most common second language in the world. According to the British Council, by 2020 about two billion people in the world will be studying English.

F. The English Learning in Senior High School

English is a spoken and written means of communication in global word. Students must be able to understand and produce spoken and written content in order to have communicative competence, which is proven through the four language abilities of listening, speaking, reading, and writing. As a result, the focus of English teaching and learning is to help students develop their four language skills so that they can communicate at a certain literacy level.

The literacy of language consists of four levels. Those are performative, functional, informational, and epistemic. In the performative level, someone is able to read, to write, to listen, and to speak through symbol that is used. In the functional level, someone is able to use language to fulfill his/her daily needs such as reading newspaper or manual. In the informational level, someone is able to access knowledge through his/her language skill. While in the epistemic level, someone is able to express knowledge to target language. (Depdiknas, 2006: 277).

The English teaching and learning process in junior high school is designed to help students reach the functional level, allowing them to communicate in both oral and written form to solve daily problems, whereas the English teaching and learning process in senior high school is designed to help students reach the informational level, as senior high school students are preparing to continue their education at the university level.

Further, the goals of the English teaching and learning process in senior high schools as stated in Kurikulum Tingkat Satuan Pendidikan (Depdiknas, 2006: 278) are:

- 1) To develop communicative competence both in oral and written form to attain the functional literacy level.
- 2) To have awareness of the essence and the significance of English to increase nations' competitiveness in the global world.

- 3) To develop an understanding of the students in the relation to languages and cultures.

G. Definition of Online Learning

Online learning is the process of teaching and learning via electronic media or technology. Students can learn about various types of technology that can help them with their studying through online learning. It is in line with Hartley (2001) defining that e-learning is the type of learning and teaching that allows the delivery of teaching materials to students by using the internet media or computer network media.

According to Ally (2008), online learning as the use of the internet to access learning materials; to interact with the content, instructor, and other learners; and to obtain support during the learning process, in order to acquire knowledge, to construct personal meaning, and to grow from the learning experience.

Furthermore, Ally (2008) added some of the benefits of online learning for teachers and students illustrated by:

For the students, online learning knows no time zones, and location and distance are not issues. In asynchronous online learning, students can access the online materials anytime, while synchronous online learning allows for realtime interaction between students and instructors.

For the teachers, tutoring can be done anytime, anywhere. Online materials can be updated, and learners can see the changes immediately. When learners are able to

access materials on the internet, it is easier for instructors to direct them to appropriate information based on their needs.

H. Advantages and Disadvantages of Online Learning

1) Advantages of Online Learning

Online Learning has been viewed as the ability to focus on the requirements of individual learners. For instance, focusing on the needs of individual learners can deliver knowledge in digital age effectively as compared to educational institutions' needs or instructors (Huang and Chiu, 2015). Objectives can be achieved in the shortest time with least efforts through online learning. When managing the online learning environment, its effect on educational learning are observed in providing equal access to the information regardless of the users' locations, their ethnic origins, races, and ages. The environment for online learning also help students or learners to rely on themselves so that instructors are no longer the solitary knowledge source rather they serve as guides and advisors (Joshua et al., 2016)

Flexibility is another major advantage of online learning as it provides learners the benefit to take classes anywhere and anytime. Furthermore, online learning cater different types and varieties of learning approaches by utilizing much interactive content available on the internet (Songkram et al., 2015). The accessibility of technology and wide nature of the internet have generated a surge in the need for web-based learning and teaching. Online learning is an increasingly expanding

environment, which enable users the flexibility to operate outside the barriers of place and time. In university education, online learning is explained as learning that takes place completely or partially over the internet (Gilbert, 2015). Online learning is beneficial to a number of learners and appears as more common in settings from elementary schools to high schools and into post-secondary education.

2) Disadvantages of Online Learning

Despite of the significant advantages of e-learning, students encounter several challenges which ultimately lead towards either limited or negative outcomes. Such as; Arkorful and Abaidoo (2015) in their study outlined that online learning, in certain cases is held through remoteness and contemplation resulting in lack of student's interaction. In comparison with the contemporary mode of education, online learning might result in being less effective due to the absence of face to face encounter with instructions or teachers. Since in online learning method, assessments are generally held online which reduces the possibility of restricting illegitimate activities such as; cheating, plagiarism etc (Arkorful and Abaidoo, 2015). The absence of essential personal interactions is the most noticeable drawback of e-learning, not only among colleague learners, but also between instructors and learners (Islam, Beer and Slack, 2015). There is a scarcity of community in the online learning environment as student-student engagement is much less of a concern when compared with studentinstructor interaction. Gilbert (2015) highlighted that most of the students wish to work autonomously to avoid the need to interact with their

classmates. Cultural barrier is another important disadvantage of introducing an online course. Aparicio, Bacao and Oliveira, (2016) in their study evaluated the influence of cultural characteristics which includes individualism and collectivism in determining the perceived success of elearning. Findings of the study indicated a significant influence of individualism and collectivism on organizational and individual impacts.

I. Difficulty learning English during Online Learning

Various difficulties and big challenges were also experienced by English language teachers at all levels of learning during this COVID-19 pandemic. Learning English is ideally aimed at improving the four skills of learners with various methods that sometimes require direct contact between teachers and learners as well as direct contact between learners. The results of research conducted by Puluhulawa, Mariana, and Husain (2021) showed that in listening learning, most of the students had difficulties because they did not have high-speed internet to access the material. This greatly affects the audio and audiovisual quality because all the listening material provided must be accessed online. In learning to speak online, teachers cannot fully control the learners. Virtual meetings using applications such as Zoom or Google Classroom are indeed a good way to promote the teaching and learning process during this COVID-19 pandemic. However, sometimes students just stay silent in front of the camera without paying attention to what their teacher says (Swari, 2020). Various challenges are also experienced by teachers in reading learning, including the

unfamiliarity of teachers and students using digital devices used in online learning. This is very disturbing because online reading learning requires simple activities that lead to more complex activities (Anggraini & Penturi, 2020). In learning to write, teachers and students still encounter the same obstacles, namely literacy in the use of digital devices and internet network connections.

As with other learning, English learning must also migrate as a whole to online learning, which causes various problems and difficulties for both students and teachers.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, the writer used a qualitative research method. Qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data. According to Creswell (2012), qualitative research is a research method to explore and understand the meaning that some individuals or groups of people think comes from social or human problems. The final report of a qualitative study has a flexible structure or framework. The perspective used in this study is an inductive style, focuses on individual meanings, and translates the complexity of a problem.

There are several types of qualitative research, including biographical research, ethnographic research, phenomenological research, historical study, and case study. In this research, the writer used a case study. According to Yin in the book *Research Methods in Language Learning* by David Nunan, a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not clearly evident; when multiple sources of evidence are available; and when multiple sources of evidence are used. It will be conducted through how to collect the data, how to analyze, how to compute the data, draw a conclusion, and make a report.

The approach used in this study is a descriptive approach. According to Manuel and Medel (1976), descriptive research involves the description, recording, analysis, and interpretation of the present nature, composition, or process of phenomena. The focus is on the prevailing conditions, on how a person, group, or thing behaves or functions at the time of the study. Qualitative descriptive aids the writer in clearly and precisely describing a problem, phenomenon, or population. The purpose of descriptive research is to describe, as well as explain, or validate some sort of hypothesis or objective when it comes to a specific group of people. The use of descriptive is in accordance with the purpose of the study because the writer wants to report the results based on the perspectives of students. In addition, to make a comprehensive summary of what the participants said, the writer obtained data in its natural state from the participants.

B. Population and Sample

1. Population

The population is the whole, totality, or generalization of units, individuals, objects, or subjects that have certain quantities and characteristics to be studied, which can be people, objects, institutions, events, and others that can provide information or research data. According to Creswel (2012), the target population is a group of individuals (or groups of organizations) with some general characteristics that can be identified and studied by researchers. The population of this study included students of XI IPS 3 social science at SMA Negeri 8 Makassar.

2. Sample

The sample is a representative or part of the population that has the same characteristics as the population that is representative and describes the population so that it is considered representative of all the populations studied. Sampling techniques can help researchers generalize the population represented.

The sampling technique used in this research is random sampling. Random sampling is a type of probability sampling in which everyone in the entire target population has an equal chance of being selected. The sample is chosen at random, which is intended to be an unbiased representation of the total population. In this study, the number of samples used by the researcher is five students of XI IPS 3 social science at SMA Negeri 8 Makassar.

C. Method of Collecting data

To collect data that can support the focus of the problem in this study, the data collection techniques carried out are:

1. Observation

Observation is research by looking directly at the daily social situations carried out by school residents. According to Narbuko & Achmadi (2010:70), observation is the tool to collect data, which is done by observing and noting down systematically the phenomenon that is being inquired about. It meant that observation was used to collect the data in a systematic way to understand and interpret actions, interactions, or the meaning of an event.

2. Interview

Interview is a question-and-answer activity conducted orally to obtain information. The form of information obtained is stated in writing, or recorded in audio, visual, or audio-visual forms. In qualitative research specifically, interviews are used to pursue the meanings of central themes in the world of their subjects. The main task in interviewing is to understand the meaning of what the interviewees say (McNamara, 2009). Usually, open-ended questions are asked during interviews in hopes of obtaining impartial answers, while closed-ended questions may force participants to answer in a particular way (Creswell, 2012; McNamara, 1999). The writer used semi-structured techniques. A semi-structured interview is a data collection method that relies on asking questions within a predetermined thematic framework. However, the questions are not set in order or phrasing. Each of the students was interviewed individually for 10–15 minutes.

3. Documentation

Documentation used in this study is audio recordings, photos during interviews with sources, screenshots when online learning takes place. This documentation technique aims to complement and strengthen interview and observation data.

Likewise, the writer designed several procedures to collect research data. First, seek permission to conduct research from the Principal of SMA Negeri 8 Makassar. Second, make observations using field notes at the institution. Third, conducting interviews individually for 10-15 minutes with five students. Then, make a

transcription, conclude the observation data and interview data, and finally, draw conclusions and put forward some suggestions and recommendations.

D. Method of Analyzing Data

After the data is collected, the next step is for the writer to analyze the data. According to Ary (2010:481), the data analysis in qualitative research involves attempts to comprehend the phenomenon under study, synthesize information and explain relationships, theorize about how and why the relationships appear as they do, and reconnect the new knowledge with what is already known.

Writer review the results of this study and discuss them further to answer research questions. All of the data collected for this study was analyzed qualitatively, which included reducing data, displaying data, drawing conclusions, and submitting suggestions and recommendations.

Each of the stage is presented in this following:

1. Data Reduction

Data reduction is a form of analysis that sharpens, classifying, directing, removing superfluous and data should be organized in such a way that it can be obtained final conclusion, and verified.

2. Data Display

Data display is an activity when a collection of data is arranged systematically and easily understood, thus providing the possibility of generating conclusions. The

form of presentation of qualitative data can be in the form of narrative text (in the form of field notes), matrices, graphs, networks or charts.

3. Conclusion Drawing and Verification

The last activity in qualitative analysis is to take a conclusion drawing from the start of data collection. This stage aims to find the meaning of the data collected by looking for relationships, similarities, or differences to draw conclusions as answers to existing problems. Verification is intended so that the assessment of the suitability of the data with the intent contained in the basic concept of the analysis is more precise and objective.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Overview of Research Sites

1. School Profile

Tabel 1.1

School Name	SMA Negeri 8 Makassar
Address	Andi Mangerangi II No. 24
Sub District	Bongaya
District	Tamalate
City	Makassar
Province	South Sulawesi
NPSN	40314020
Year Established	1984
Accreditation	A
Postal Code	90223

2. Geographical Location

SMA Negeri 8 Makassar is located at Jalan Andi Mangerangi II No. 24. The location of SMA Negeri 8 Makassar is strategic because it is not directly on the side of the highway and also not too far from the highway. SMA Negeri 8 Makassar is surrounded by various other school buildings, starting from TK Aisyiyah, SD Negeri Komp. Sambung Jawa, SMP Negeri 3 Makassar, SMP Negeri 24 Makassar, SMP

Negeri 1 Makassar, SMA Negeri 2 Makassar, SMA Negeri 3 Makassar, and SMK Negeri 1 Makassar.

3. Vision and Mission SMA Negeri 8 Makassar

Vision :

Creating students who are characterized, intelligent, skilled, and environmentally friendly.

Mission :

1. Creating a safe, comfortable and religious school environment
2. Improving the professionalism of educators staff
3. Implement an interactive, inspiring, challenging and fun learning process
4. Optimizing the development of co-curricular and extracurricular activities
5. Making information and communication technology a support for learning and school administration.

4. Facilities and Infrastructure

Educational facilities are equipment and supplies that are directly used and support the educational process, especially teaching and learning, such as buildings, classrooms, chairs, and other teaching media tools.

Educational infrastructure includes facilities that indirectly support the educational process, such as school parks, hall, parking areas and sports fields. The learning process

or teaching and learning activities will be more successful if they are supported by the facilities and infrastructure as shown in the following table:

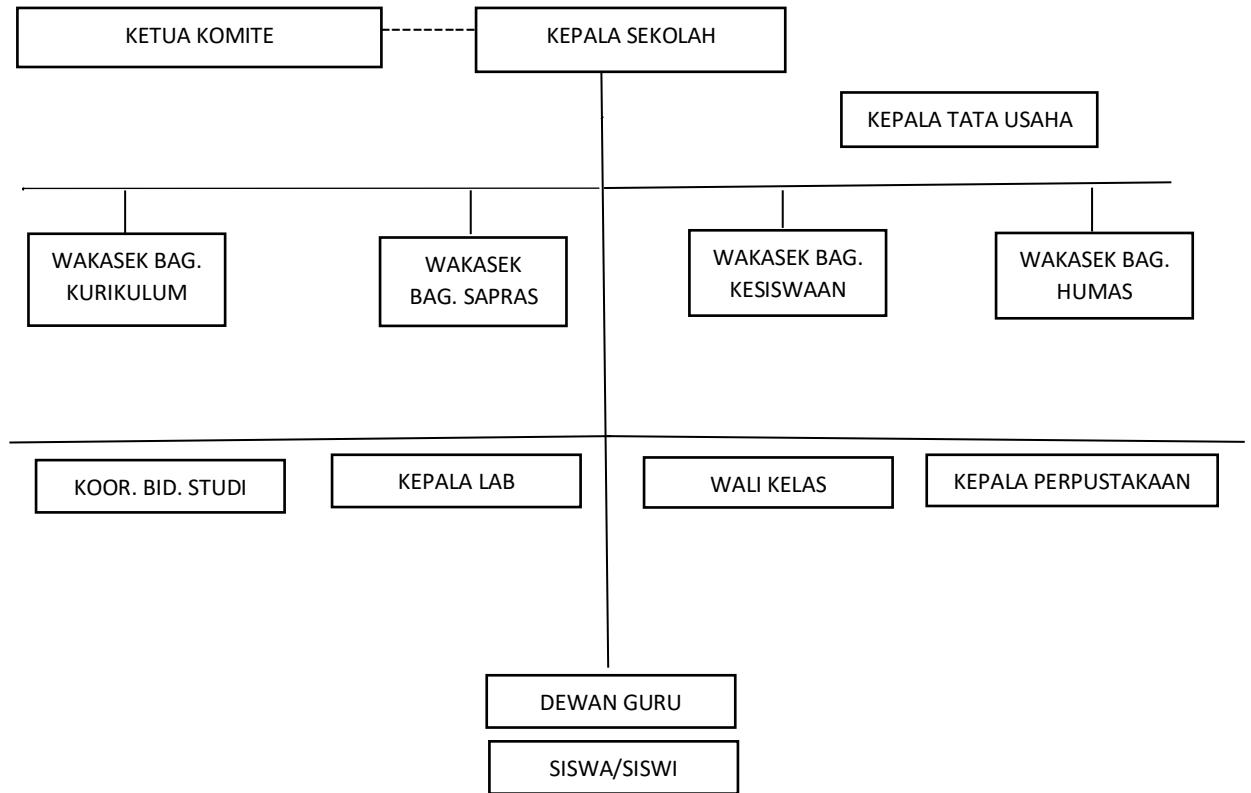
Table 1.2

Facilities and Infrastructure	Conditions
1 Teacher's Room	Good
1 Principal's Room	Good
2 Toilets	Good
1 School Medical Room	Good
1 Laboratory	Good
1 Computer Room	Good
1 Library	Good
1 Counseling Room	Good
Canteen	Good
Mushallah	Good
School Yard	Good
Washstand	Good
Hall	Good
Parking Area	Good

5. School Organization Structure

SMA Negeri 8 Makassar is a school that stands under the auspices of the provincial government of South Sulawesi which is currently led by Mrs. Sitti Suriyani. Here is a list of management at SMA Negeri 8 Makassar for more information :

Figure 1.1



6. Teacher Data at SMA Negeri 8 Makassar

A teacher is one of the factors that determines success in the teaching and learning process. Teachers are role models for their students, both in terms of knowledge and personality. The meaning of teachers or educators in principle is not only those who have formal teacher qualifications obtained from tertiary schools, but the most important thing is those who have certain scientific competencies and can make other people smart in cognitive, affective, and psychomotor systems.

Regarding the condition of teachers at SMA Negeri 8 Makassar, when viewed from the number and level of educational background, it can be said to be adequate to

carry out the process of teaching and learning activities. To find out more clearly about the condition of teachers at SMA Negeri 8 Makassar, it can be seen in the table below:

Tabel 1.3

Teachers Name	Field of Study
Dra. Hj. Suriati, M.Pd	Geography
Dra. Sitti Suryani	Mathematics
Dra. Kusniaty Kadar	Biology
Siti Maemunah, S.Ag	Islamic Religious Education
Achsa Toding, S.PAK	Christian Education
Dra. Damiant Tajuddn	Civic Education
Surati Uli, S.Pd	Civic Education
Dra. Normah	Physical Education
Hartawati, S.Pd	Physical Education
Dra. Hj. Erni	Mathematics
Dra. Herlina Baharuddin	Mathematics
Dra. Tati Haryani	Mathematics
Gassing, S.Kom	Mathematics
Dra. Hj. Fatmawati	Biology
Dra. Hj. Rostina	Biology
Dra. Ismundriati	Biology
Hj. Murni, S.Pd	Biology
Dra. Nurmawati	Physics
Darmiana, S.Pd	Physics
Hasanati, S.Pd	Chemistry
Dra. Hj. Bulkis	Economy
Abdul Rahman, S.Pd	Geography

Asep Nugraha, S.Pd	History
Nurlaelah, S.Pd., M.Pd	Indonesian
A.Mulyati Rajab, S.Pd	Indonesian
Dra. Zuhudiah Abdullah	English
A.Patimah R.A., S.Pd., M.Pd	English
A.Lidyawati, S.S., M.Pd	English
Abdul Kadir, S.Pd	English
Dra. Hj. Nurhayati Said	German
Dra. Herawaty	German
Asmah, S.Pd., M.Pd	Counseling Guidance
Asmawaty Aras, S.Pd., M.Pd	Art and Culture
Sintawati, S.Pd	Entrepreneurship

7. Student Data at SMA Negeri 8 Makassar

The following table shows the condition of students at SMA Negeri 8 Makassar for the academic year 2021–2022.

Tabel 1.4

Level of education	Male	Women	Total
Class 12	135	164	299
Class 11	139	180	319
Class 10	168	198	366
Total	442	542	984

8. Learning Activities

In the early 2020s until early 2021, students at SMA Negeri 8 Makassar did all of their studies online during the COVID-19 pandemic. The school started using a hybrid system in the first quarter of 2022, which combines face-to-face instruction with distance learning. Starting with class X in the first week, class XI in the second week, and class XII in the third week, this hybrid learning is implemented alternately. The class begins at 07.30 and ends at 14.30 WITA.

B. Findings

Based on the research that the writer has carried out using interview, observation, and documentation techniques related to student learning difficulties, factors that cause student learning difficulties, and students' strategies to overcome difficulties in learning English during online learning, the results obtained are as follows:

a. Students' learning difficulties in learning English in class XI IPS 3 at SMA Negeri 8 Makassar during online learning.

In this study, the writer examines the learning difficulties experienced by students in learning English at SMA Negeri 8 Makassar during online learning. Difficulty is a condition where a person experiences obstacles in achieving a goal. To find out more about the difficulties experienced, the writer conducted interviews with students in class XI IPS 3 at SMA Negeri 8 Makassar. The following are the results of the writer's interview with five students from class XI IPS 3 at SMA Negeri 8 Makassar:

1. Excerpt 1 :

“Kesulitan yang saya alami itu kak, kadang kadang jaringan internetku kurang stabil, kadang bagus kadang juga jelek sekali jadi untuk buka foto yang dikirim sama mam atau dengar voice note kadang tidak mau terbuka, belum lagi pas belajar daring terlalu banyak makan kuota kak.” (ST-1)

“The difficulty I experience when learning online is that my internet connection is inconsistent; it works well some days and terribly the other days. As a result, it is sometimes impossible for me to open photos that were sent by the teacher or listen to voice notes, and also, during online learning, I use too much data.”

2. Excerpt 2 :

“Karena kurang sekali kosakata yang saya tahu kak jadinya saya tidak mengerti materi yang disampaikan sama mam.” (ST-2)

“I do not master English vocabulary therefore, when the teacher explains the material, I do not understand.”

3. Excerpt 3 :

“Biasa mam cuma kasih saja tugas kak tanpa dijelaskan, jadi kita harus belajar sendiri dari atau belajar bersama teman.” (ST-3)

“Sometimes teachers just give assignments without explaining the material first. As a result, we, as students, have to learn on our own.”

4. Excerpt 4 :

“Karena belajar online kak, jadi banyak sekali tugas yang diberikan oleh mam jadinya kadang stress mau kerjakan yang mana duluan sedangkan saya pribadi tidak terlalu tahu bahasa Inggris karena kurang sekali kosakata yang saya tahu.” (ST-4)

“During online learning, the teacher gave me a lot of homework that made me stressed and confused about which one to do first, while I also didn't understand the English material because I didn't master English vocabulary.”

5. Excerpt 5 :

“Kondisi dirumah dan juga lingkungan sekitar rumah menjadi kendala kak karena biasa kami sebagai siswa sudah punya mood untuk belajar tapi biasa ribut di rumah maupun luar rumah dan juga kalau disuruh suruh sama orang di rumah jadi biasa tidak fokusmi lagi belajar” (ST-5)

"Conditions at home and the environment around the house are an obstacle because, normally, we as students already have the mood to study, but usually the atmosphere at home and outside the house is very noisy, and also because people at home often tell us to do something when we want to study online, it makes me not focus to learn."

Based on the results of the interviews above, it can be said that students in class XI IPS 3 at SMA Negeri 8 Makassar face a number of challenges, such as network and data constraints, vocabulary deficiencies, a lack of teacher-student interaction, giving too many assignments, and lack of focus while learning online.

b. Factors that cause difficulties in learning English through online learning in class XI IPS 3 at SMA Negeri 8 Makassar.

During the learning process, there are two factors that cause difficulties in learning English through online learning experienced by students of class XI IPS 3 SMA Negeri 8 Makassar, namely internal factors and external factors. The following are the results of the writer's interviews with students of class XI IPS 3 SMA Negeri 8 Makassar:

1. Excerpt 1 :

“Karena penyajian materinya kak kurang menarik, bisa bikin siswa malas dan jadi cepat bosan apalagi ini lewat daring tentunya siswa tidak termotivasi untuk mengikuti proses pembelajaran bahasa Inggris dan minat siswa untuk belajar bahasa Inggris di rumah masih kurang.” (ST-1)

“Because the subject is not presented in an interactive way, students may become lazy and easily bored especially if they are learning online. Of course, students lack the motivation to participate in the English learning process, and they still show less interest in learning the language at home.”

2. Excerpt 2 :

“Karena tidak ada yang bimbingka dirumah kak untuk belajar, dua duanya orang tuaku kerja baru terkadang malaska belajar sendiri.” (ST-2)

“Because both of my parents work and I'm too lazy to study alone, there is no one at home to help me with my studies.”

3. Excerpt 3 :

“Kondisi dirumah dan di sekitar rumah kak berpengaruh sekali, kadang kadang ribut jadi kita tidak bisa konsentrasi buat kerja tugas sama belajar.” (ST-5)

“Sometimes the environment surrounding the house is noisy, which makes it difficult to focus on studying and doing homework.”

Based on the results of the interviews above, it can be concluded that there are several factors that cause difficulties in learning English through online learning experienced by students of class XI IPS 3 SMA Negeri 8 Makassar, the presentation of material that is less attractive so that students feel lazy and get bored easily and have no interest or motivation in learning, the absence of parental assistance when students study, and the environmental conditions around students do not support online learning.

c. The strategies used by class XI IPS 3 students of SMA Negeri 8 Makassar to overcome difficulties in learning English through online learning.

In the learning process, a student is required to be able to understand and be able to apply what has been conveyed by the teacher. But sometimes a student still finds difficulties in the learning process. This is caused by several factors in the form of factors from within students and factors from outside students. It is normal for students who have difficulty learning. The most important thing is how they overcome learning difficulties, especially in English lessons. The strategies used by class XI IPS 3 students in overcoming their learning difficulties include:

1. Excerpt 1 :

“Biasanya kak kalau lagi ribut kondisi dirumah atau di sekitar rumah, saya pergi ke rumah teman atau ke cafe buat belajar ataupun kerjakan tugas.” (ST-5)

"Usually, when things are noisy at home or around the house, I go to a friend's house or a cafe to study or do homework."

2. Excerpt 2 :

“Karena kurang sekali kosa kata yang saya tahu kak dan itu yang menjadi kesulitan terbesarku sedangkan orang tua juga tidak bisa bantu jadi caraku atasi itu ya belajar sendiri, baca baca kembali materinya melalui internet dan menggunakan google translate untuk paham materi atau tugas yang diberikan.” (ST-2)

"Because I don't know enough vocabulary, and that's my biggest difficulty, my parents can't help either, so my way of dealing with it is by self-study, rereading the material via the internet, and using Google translate to understand the material or task given."

3. Excerpt 3 :

“Saya ke rumah teman biasanya kak yang punya wifi atau yang punya jaringan bagus untuk bisa kerjakan tugas atau sekedar belajar kalau jaringanku kurang bagus dirumah.” (ST-1)

"If my network at home isn't working well, I usually go to a friend's house who has wifi or who has a good connection to be able to finish assignments or just study."

Based on the results of the interviews above, it can be concluded that students have several ways of overcoming the learning difficulties they face and will try to do better in overcoming these learning difficulties.

C. Discussions

After the writer gets the results of the research, this time the writer will link the theories referred to by experts with the analysis of the findings above. The writer will discuss these findings gradually, starting from the learning difficulties experienced by students, the factors that cause learning difficulties in students, and students' strategies to overcome these learning difficulties.

a. Students' learning difficulties in learning English in class XI IPS 3 at SMA Negeri 8 Makassar during online learning.

Difficulty in learning online is a condition that creates obstacles in the student learning process through online learning and therefore results in inefficient learning activities. According to the findings of the research the writer has described above, there are five problems that impact how difficult it is for students to learn English while taking online classes. These problems include network and data constraints, vocabulary

deficiencies, a lack of teacher-student interaction, giving too many assignments, and lack of focus while learning online.

All of these problems have been analyzed as follows: The first problem that affects students' difficulties in learning English during online learning is network and data plan constraints. The internet network and online learning are inseparable. Many students struggle because of the geographical location of their homes, which are far from cellular signal coverage. This makes teaching and learning activities from home unable to work effectively. Not only signal problems, but data plan limitations are another problem in the implementation of online learning. The limitations of some students' ability to buy data plan are a factor in the problem. As said ST-1, she had difficulty opening photos or voice notes sent by the teacher due to poor signal and sometimes the data plan ran out.

The second problem related to this case is a lack of vocabulary. According to Richards (2002:255), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Vocabulary is very important because learning vocabulary is the main prerequisite for learning sentence structure and other skills in language. Mastering a lot of vocabulary will make it easier for someone to read, write, listen, and speak English, and, of course, understand the material given by the teacher. As experienced by ST-2, if the student feels lazy and lacks mastery of vocabulary in English, they will definitely have difficulty communicating and also have difficulty understanding the material given by

the teacher. She has difficulty understanding the material given by the teacher because she does not have mastery of English vocabulary.

Thirdly, the lack of interaction between teachers and students can also be one of the problems that affect students' difficulties in learning English during online learning. The pandemic has affected human social interactions, including formal education teaching, which has shifted from face-to-face teaching in the classroom to virtual learning via digital technology outside of the classroom. Online learning fosters a high level of interaction between students and teachers. But in reality, the lack of interaction between teachers and students during online learning often occurs. Sometimes teachers just give homework to students without explaining the material first. According to ST-3, teachers often give assignments without explaining the material first and make students have to study independently.

The number of assignments given by teachers is the next problem of students' difficulties in learning English during online learning. During online learning, students often complain about how often the teacher gives them homework. Some teachers, who felt that their students were flexible learners, used the COVID-19 pandemic as an excuse to give assignments at each learning activity. As complained by ST-4, who said that the teacher gave her a ton of assignments, making it difficult for her to decide which to do first, especially since she lacked vocabulary and was unable to understand the tasks. Giving a lot of assignments to students certainly has a negative impact, such

as health problems, mental health issues, loss of enthusiasm for learning, and many more.

Lastly, the problem of environmental conditions around students does not support online learning. Every student, in order to understand the material well, requires a high level of focus and concentration. However, not everyone can concentrate in every situation. Sometimes students feel tired or bored with the online learning model because it is considered too monotonous by giving too many assignments, so that students easily feel bored with the learning. Environmental conditions around the house are also very influential in the continuity of online learning. As we know, students currently do their education at home, and if they are distracted while doing so, they will definitely lose concentration. As experienced by ST-5, she said that the conditions around her house were very noisy, which made it difficult for her to focus on studying. Therefore, as a result of his unfocusedness, the student cannot answer questions or understand the material given by the teacher.

b. Factors that cause difficulties in learning English through online learning in class XI IPS 3 at SMA Negeri 8 Makassar.

Difficulties in learning English during online learning experienced by students are based on several factors. Based on research conducted on students of class XI IPS 3 SMA Negeri 8 Makassar, it can be understood that the causes of the learning difficulties they experience are caused by internal and external factors. Internal factors

are physiological factors and psychological factors. External factors come from outside the students, including family, school, and community factors.

On internal factors, based on the findings that the writer found from the interviews, feeling lazy and bored when studying online can cause a decrease in concentration and absorption of the essence of the material provided, and students lose motivation and interest in learning. This is because laziness and boredom are the dead ends of feelings and brains due to continuous learning pressure. Students tend to be cynical and apathetic towards lessons by showing a lack of confidence, avoiding them, and not understanding the lessons that have been received. In addition, laziness is also caused because learning online makes students spend a lot of time playing with gadgets. Like opening Instagram, Twitter, YouTube, and other social media compared to studying. As a result, there is a feeling of laziness that is difficult to fight and makes it difficult to concentrate when studying, especially when the teacher often gives many assignments that make students bored and stressed when studying. Based on the findings in the study, laziness and boredom were caused by the teacher's monotonous teaching style and tended to be rigid, so that it did not motivate students to participate in online learning.

Based on the description above, it is concluded that feeling lazy and bored when learning online is caused by students not understanding the English learning material explained by the teacher. Laziness is also influenced by many assignments given by the teacher, while the material given is not explained perfectly. Feelings of laziness and

boredom for online learning are also caused by students' playing too many gadgets, so that they feel reluctant to take part in online learning. This feeling of laziness and boredom makes students also lose their motivation and interest in learning English.

On external factors, the writer found that there are two factors that affect the difficulty of students learning English during online learning. The first comes from family factors. In the pandemic era, parental support is important for the online learning process. The need for support from parents is able to grow the enthusiasm and confidence of students in carrying out their duties and responsibilities well. This has an impact on achieving maximum learning outcomes or achievements.

The results showed that the role or support of parents was classified as lacking. The role of parents can be realized in providing motivation or assistance to children during the learning process. The assistance provided by parents during online learning requires hard work and patience. The lack of parental support for students in their learning assistance makes students' interest in learning lessen.

Based on findings, parents of students do not understand the material presented by the teacher to help guide their children to learn. In addition, parents are also busy with their work and cannot give full attention to their child's learning development.

Based on the description above, it can be concluded that the motivation or support provided by parents will affect the way children learn and will generate interest in children's learning. Parents should not trust their children to learn independently

because it can be seen from the learning outcomes and assignments given by students that they are far from optimal.

The second factors is the environmental conditions. The learning environment is everything outside the individual, and all a person's actions are directly or indirectly related to their environment. The learning environment relates to the place of learning, learning support tools, atmosphere, time, and association. The condition of the learning environment is one factor that cannot be ignored because the environment is a place for interaction between humans to take place. In addition, because many learning experiences are obtained through interaction with the environment, both the physical environment and the social environment, With a conducive and supportive learning environment, students will be more enthusiastic and enthusiastic about what is being studied so that the learning objectives that have been set can be achieved optimally.

Based on findings, the presence of distraction or diversion in the learning environment is also a factor causing student learning difficulties. The distractions experienced in the form of poor internet access in the home environment and noise caused by people in the house or neighbors

Based on the description above, it can be concluded that the conditions of the learning environment at school and at home are certainly different. The condition of the learning environment at home that is not conducive will cause students to not have

the motivation to learn and to not focus on mastering knowledge and developing skills to the fullest

c. The strategies used by class XI IPS 3 students of SMA Negeri 8 Makassar to overcome difficulties in learning English through online learning.

According to the Makassar City Government and the Minister of Education's circulars, learning during the COVID-19 pandemic would take place at home online in an effort to stop the virus' chain of transmission. The English teacher in Class XI IPS 3 at SMA Negeri 8 Makassar implemented learning through Whatsapp and Quipper media, but the learning process did not run smoothly and effectively because many students found it difficult to participate in online learning activities. The learning difficulties have been described above. So to overcome this, students of class XI IPS 3 at SMA Negeri 8 Makassar made a strategy to overcome the learning difficulties they experienced.

Strategy is a plan of action or policy designed to achieve a major or overall aim. In this case, what is meant is looking for ways to overcome students' learning problems in online learning. Students of class XI IPS 3 SMA Negeri 8 Makassar describe two strategies they use to overcome difficulties in learning English during online learning.

First, looking for a place that supports the learning process. Some students argued that online learning was less effective during the COVID-19 pandemic. There are numerous distractions that make their home learning process less than optimal. According to ST-5, the surroundings of her house are not very conducive, which

obviously interferes her learning process. along with ST-5, ST-1 struggles with network and data plan limitations when studying online. To support the learning process, they must find a conducive place. They should find a quiet place and also have a stable network. Obviously, with a conducive learning environment, it can further increase students' interest and motivation to learn English through online.

The second strategy is self learning. Students' efforts to be more motivated are shown by ST-2 who pushes herself to be more diligent in their online learning participation by looking for additional learning resources, such as the internet, magazines, and books, in order to study more. They make an effort to learn more about the subjects being taught in the classroom and to increase their vocabulary. This is similar to what Ida Astanti Sahrir's thesis says. She said trying to pay attention and focus your mind while the learning process happens is one strategy for overcoming learning problems.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research that the writer has described in Chapter 4, the following conclusions can be drawn:

1. Students' learning difficulties in learning English through online in class XI IPS 3 at SMA Negeri 8 Makassar include network and data plan constraints, lack of vocabulary, lack of interaction between teachers and students, the number of assignments given by the teacher, and lack of focus while learning online
2. Factors that cause difficulties in learning English through online learning in class XI IPS 3 SMA Negeri 8 Makassar are internal factors and also external factors. Internal factors consist of a lack of interest and motivation in student learning due to the presentation of material that is less attractive. While external factors consist of the absence of parental assistance when students study and also the environmental conditions around them, they do not support online learning.
3. The strategy used by class XI IPS 3 students of SMA Negeri 8 Makassar to overcome the difficulties of learning English through online is to find a conducive place so that learning activities can be carried out well and students must study independently through the internet, magazines and books so that they can know more about the material being taught and also

to increase their vocabulary and can always be motivated to be more diligent in participating in online learning.

B. Suggestion

Based on the conclusions described above, the writer provide the following suggestions:

1. To the Principal of SMA Negeri 8 Makassar, it is advisable to make more efforts to improve and provide data plan facilities to students, in order to support students' online learning activities. Because, students experience a lack of data plan during online learning continuously and that makes students unable to take part in online learning, especially in English subjects optimally.
2. To the English subject teachers of class IX IPS 3 SMA Negeri 8 Makassar, it is advisable to further improve the methods of online learning so that students do not feel bored while participating in online learning so that students are more enthusiastic about taking part in online learning. For example, inserting a video into PowerPoint so that when online learning takes place, students do not feel bored because when the teacher explains the material, in between the material, the teacher also shows a video related to the material being explained.
3. To the students of class IX IPS 3 SMA Negeri 8 Makassar,
 - a. Study diligently so that you can gain a lot of vocabulary in English and you don't need to use Google Translate anymore.

- b. You will get more benefit from learning if you pay attention to the teacher's explanations, comments, and suggestions because it will make your information more beneficial and easier to understand. It will also show the students' respectful attitude toward the teacher.
4. For next researchers, they can develop this research by analyzing other factors that are thought to affect the difficulty of learning English during online learning.

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APPENDICES

APPENDIX 1

Research Permit Certificate


PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : <http://simap-new.sulselprov.go.id> Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor	: 2089/S.01/PTSP/2022	Kepada Yth.
Lampiran	: -	Kepala Dinas Pendidikan Prov. Sulsel
Perihal	: <u>Izin penelitian</u>	

di-
Tempat

Berdasarkan surat Dekan Fak. Ilmu Budaya UNHAS Makassar Nomor : 3999/UN4.9.1/PT.01.04/2022 tanggal 30 Mei 2022 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	: CITRA KUSUMA WARDHANI
Nomor Pokok	: F041181333
Program Studi	: Sastra Inggris
Pekerjaan/Lembaga	: Mahasiswa (S1)
Alamat	: Jl. P. Kemerdekaan Km. 10, Makassar

PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" ANALYSIS OF ENGLISH LEARNING DIFFICULTIES FACED BY THE 11TH GRADE SOCIAL SCIENCE STUDENTS AT SMA NEGERI 8 MAKASSAR DURING ONLINE LEARNING "


Yang akan dilaksanakan dari : Tgl. **02 Juni s/d 02 Juli 2022**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 02 Juni 2022

A.n. GUBERNUR SULAWESI SELATAN
PLT. KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN



Dra. Hj SUKARNIATY KONDOLELE, M.M.
Pangkat : PEMBINA UTAMA MADYA
Nip : 19650606 199003 2 011


Tembusan Yth

1. Dekan Fak. Ilmu Budaya UNHAS Makassar di Makassar;
2. *Pertinggal.*

APPENDIX 2

Completion of Research Certificate

 PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 8 MAKASSAR
Jln . A. Mangerangi II No. 24 Makassar 0411-873790 Kode Pos 90223
Web: www.sman8makassar.sch.id E-mail : sman8mksr@yahoo.co.id



SURAT KETERANGAN PENELITIAN
Nomor : 800/135/UPT- SMA.8/MKS I/06/DISDIK/2022

Yang bertanda tangan di bawah ini Kepala SMA Negeri 8 Makassar

N A M A : Dra. SITI SURIYANI
N I P : 19660101 199003 2 021
PANGKAT/GOLONGAN : Pembina Tk.I /IV.b
J A B A T A N : Kepala Sekolah

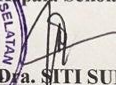
Menerangkan bahwa :


N A M A : CITRA KUSUMA WARDHANI
NOMOR POKOK : F041181333
PROGRAM STUDI : Sastra Inggris
PEKERJAAN/LEMBAGA : Mahasiswa (S1)
A L A M A T : Jl. P.Kemerdekaan Km.10 Makassar

Yang bersangkutan telah selesai mengadakan Penelitian di SMA Negeri 8 Makassar pada Tanggal, 02 Juni s/d 02 Juli 2022 berdasarkan Surat Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Bidang Penyelenggaraan Pelayanan Perizinan Nomor : 2089/S.01/PTSP/2022 untuk penelitian Penyusunan Skripsi dengan Judul :

“ANALYSIS OF ENGLISH LEARNING DIFFICULTIES FACED BY THE 11TH GRADE SOCIAL SCIENCE STUDENTS AT SMA NEGERI 8 MAKASSAR DURING ONLINE LEARNING”

Demikian Surat Keterangan ini di buat untuk di gunakan sebagaimana mestinya. -

Makassar, 16 Juni 2022
Kepala Sekolah,

Dra. SITI SURIYANI
Pangkat : Pembina, Tk.I IV/b
NIP.19660101 199003 2 021



APPENDIX 3

Documentation







APPENDIX 4
Interview Protocol

Name :

Date :

1. What do you think about online learning?
2. What do you think about learning English through online?
3. Do you have a personal communication tool that helps you to do online learning? If there is, please mention it.
4. What problems do you find (if any) when learning English online?
5. How do you overcome the difficulties you are experiencing?
6. What media does your teacher use to conduct online learning?
7. In your opinion, is online learning able to increase students' interest in learning English? Please explain.
8. In your opinion, is online learning able to increase student motivation in learning? Please explain.
9. Do the environmental conditions around you affect your learning system?
10. Do you have a family member who helps you with your homework when you're having trouble? If there is, please mention it and the type of support you received.
11. Is your teacher willing to repeat the explanation if you have difficulty understanding the material? If yes, what is the method that they used?

APPENDIX 5

The Transcript of Interview with Participant 1

(Monday, June, 04th, 2022)

1. What do you think about online learning?

Apa pendapat anda mengenai pembelajaran daring?

Answer : kalau pembelajaran online, saya merasa lebih bebas. Jika diberikan tugas oleh guru, kita bisa mengerjakannya lebih fleksibel ketimbang ketika diberikan tugas disekolah yang mempunyai batas waktu untuk kumpul

2. What do you think about learning English through online?

Apa pendapat anda mengenai pembelajaran Bahasa Inggris dengan metode daring?

Answer : Saya kurang menyukai pembelajaran bahasa inggris melalui daring karena saya kurang mengerti. guru jarang menjelaskan materinya berbeda ketika pembelajaran offline, guru menjelaskan materinya.

3. Do you have a personal communication tool that helps you to do online learning? If there is, please mention it.

Apakah anda memiliki alat komunikasi pribadi yang membantu anda untuk melakukan pembelajaran daring? Jika ada, tolong disebutkan.

Answer : Ada, handphone.

4. What problems do you find (if any) when learning English online?

Masalah apa yang anda temukan (jika ada) Ketika mempelajari Bahasa Inggris secara daring?

Answer : Biasanya mam hanya guru hanya memberikan tugas tanpa menjelaskan materinya terlebih dahulu, jadi kita harus belajar sendiri atau belajar sama teman.

5. How do you overcome the difficulties you are experiencing?

Bagaimana cara anda untuk mengatasi kesulitan yang anda alami?

Answer : Apabila saya tidak mengerti materinya, saya dibantu sama teman

6. What media does your teacher use to conduct online learning?

Media apa yang digunakan guru anda untuk melakukan pembelajaran daring?

Answer : Quipper dan Whatsapp Group

7. In your opinion, is online learning able to increase students' interest in learning English? Please explain.

Menurut anda, apakah pembelajaran daring mampu meningkatkan minat siswa untuk mempelajari Bahasa Inggris? Mohon dijelaskan.

Answer : Menurut saya, iya dia tingkatkan minatku untuk belajar bahasa inggris karena saya juga ingin tahu banyak mengenai kosa kaya dan pembelajaran daring kemarin membuat saya punya waktu untuk belajar lebih dalam lagi

8. In your opinion, is online learning able to increase student motivation in learning? Please explain.

Menurut anda, apakah pembelajaran daring mampu meningkatkan motivasi siswa dalam belajar? Mohon dijelaskan.

Answer : Kalau menurut saya, untuk motivasi sendiri itu bisa beda beda siswa, ada biasa yang termotivasi ada juga yang tidak tapi kalau saya pribadi saya kadang termotivasi kadang juga malas malasan

9. Do the environmental conditions around you affect your learning system?

Apakah kondisi lingkungan di sekitar anda mempengaruhi sistem belajar anda?

Answer : Tidak mempengaruhi

10. Do you have a family member who helps you with your homework when you're having trouble? If there is, please mention it and the type of support you received.

Apakah ada anggota keluarga yang membantu anda saat mengalami kesulitan mengerjakan tugas? Jika ada, tolong disebutkan beserta bentuk bantuan yang diberikan.

Answer : Tidak ada

11. Is your teacher willing to repeat the explanation if you have difficulty understanding the material? If yes, what is the method that she used?

Apakah guru anda bersedia mengulangi penjelasan bila anda mengalami kesulitan dalam memahami materi? Jika ya, bagaimana metodenya?

Answer : Ya, mam bersedia mengulangi penjelasan

The Transcript of Interview with Participant 2

(Monday, June, 04th, 2022)

1. What do you think about online learning?

Apa pendapat anda mengenai pembelajaran daring?

Answer : Pembelajaran online menurut saya tidak asik, susah dan membuat saya pribadi tidak semangat belajar

2. What do you think about learning English through online?

Apa pendapat anda mengenai pembelajaran Bahasa Inggris dengan metode daring?

Answer : Saya tidak suka belajar bahasa inggris lewat online karena jarang dijelaskan materinya

3. Do you have a personal communication tool that helps you to do online learning? If there is, please mention it.

Apakah anda memiliki alat komunikasi pribadi yang membantu anda untuk melakukan pembelajaran daring? Jika ada, tolong disebutkan.

Answer : Ada, hp dan laptop

4. What problems do you find (if any) when learning English online?

Masalah apa yang anda temukan (jika ada) Ketika mempelajari Bahasa Inggris secara daring?

Answer : Kendala jaringan dan kuota. Jaringan dirumah tdak stabil, kadang bagus kadang juga jelek lalu kuota juga sering kehabisan.

5. How do you overcome the difficulties you are experiencing?

Bagaimana cara anda untuk mengatasi kesulitan yang anda alami?

Answer : Biasanya saya ke rumah teman yang punya wifi apabila jaringan dirumah kurang bagus atau kalau kuota habis

6. What media does your teacher use to conduct online learning?

Media apa yang digunakan guru anda untuk melakukan pembelajaran daring?

Answer : Quipper dan Whatsapp Group

7. In your opinion, is online learning able to increase students' interest in learning English? Please explain.

Menurut anda, apakah pembelajaran daring mampu meningkatkan minat siswa untuk mempelajari Bahasa Inggris? Mohon dijelaskan.

Answer : Menurut saya, tidak bisa meningkatkan minat belajar

8. In your opinion, is online learning able to increase student motivation in learning? Please explain.

Menurut anda, apakah pembelajaran daring mampu meningkatkan motivasi siswa dalam belajar? Mohon dijelaskan.

Answer : Menurut saya, tidak bisa meningkatkan motivasi dan minat belajar karena penyajian materinya kurang menarik sehingga siswa malas & cepat bosan

9. Do the environmental conditions around you affect your learning system?

Apakah kondisi lingkungan di sekitar anda mempengaruhi sistem belajar anda?

Answer : Ya, mempengaruhi jika lingkungan sekitar rumah ribut karena bisa membuat siswa tidak fokus belajar

10. Do you have a family member who helps you with your homework when you're having trouble? If there is, please mention it and the type of support you received.

Apakah ada anggota keluarga yang membantu anda saat mengalami kesulitan mengerjakan tugas? Jika ada, tolong disebutkan beserta bentuk bantuan yang diberikan.

Answer : Tidak ada

11. Is your teacher willing to repeat the explanation if you have difficulty understanding the material? If yes, what is the method that she used?

Apakah guru anda bersedia mengulangi penjelasan bila anda mengalami kesulitan dalam memahami materi? Jika ya, bagaimana metodenya?

Answer : Ya, mam bersedia mengulangi penjelasan kalau ada yang tidak mengerti

The Transcript of Interview with Participant 3

(Monday, June, 04th, 2022)

1. What do you think about online learning?

Apa pendapat anda mengenai pembelajaran daring?

Answer : Menurut saya pembelajaran daring tidak terlalu enak karena kalau belajar disekolah apabila kita tidak mengerjakan tugas kita tetap bisa absen sedangkan kalau belajar online kita dikasih alfa kalau tidak kerja tugas

2. What do you think about learning English through online?

Apa pendapat anda mengenai pembelajaran Bahasa Inggris dengan metode daring?

Answer : Menurut saya tidak enak, karena mam jarang mengadakan pertemuan lewat zoom hanya memberikan tugas saja

3. Do you have a personal communication tool that helps you to do online learning? If there is, please mention it.

Apakah anda memiliki alat komunikasi pribadi yang membantu anda untuk melakukan pembelajaran daring? Jika ada, tolong disebutkan.

Answer : Ada, handphone

4. What problems do you find (if any) when learning English online?

Masalah apa yang anda temukan (jika ada) Ketika mempelajari Bahasa Inggris secara daring?

Answer : Masalah yang saya alami itu kak karena keterbatasan kosa kata, saya jadi kurang paham dengan apa yang dijelaskan sama mam, sementara itu tidak ada yang bimbingka dirumah untuk belajar, kedua orang tuaku sibuk bekerja lalu saya malas apabila belajar sendiri

5. How do you overcome the difficulties you are experiencing?

Bagaimana cara anda untuk mengatasi kesulitan yang anda alami?

Answer : Karena keterbatasan kosa kata lalu kedua orang tua tidak bisa membantu, jadi saya belajar sendiri lewat internet dan pakai google translate untuk paham materi atau tugas yang diberikan

6. What media does your teacher use to conduct online learning?

Media apa yang digunakan guru anda untuk melakukan pembelajaran daring?

Answer : Quipper dan Whatsapp Group

7. In your opinion, is online learning able to increase students' interest in learning English? Please explain.

Menurut anda, apakah pembelajaran daring mampu meningkatkan minat siswa untuk mempelajari Bahasa Inggris? Mohon dijelaskan.

Answer : Tidak bisa meningkatkan minat belajar siswa

8. In your opinion, is online learning able to increase student motivation in learning? Please explain.

Menurut anda, apakah pembelajaran daring mampu meningkatkan motivasi siswa dalam belajar? Mohon dijelaskan.

Answer : Tidak bisa meningkatkan motivasi siswa belajar, baru bisa ketika pertemuan sudah tatap muka

9. Do the environmental conditions around you affect your learning system?

Apakah kondisi lingkungan di sekitar anda mempengaruhi sistem belajar anda?

Answer : Ya terganggu

10. Do you have a family member who helps you with your homework when you're having trouble? If there is, please mention it and the type of support you received.

Apakah ada anggota keluarga yang membantu anda saat mengalami kesulitan mengerjakan tugas? Jika ada, tolong disebutkan beserta bentuk bantuan yang diberikan.

Answer : Tidak ada yang bantu

11. Is your teacher willing to repeat the explanation if you have difficulty understanding the material? If yes, what is the method that she used?
Apakah guru anda bersedia mengulangi penjelasan bila anda mengalami kesulitan dalam memahami materi? Jika ya, bagaimana metodenya?
Answer : Ya, mam bersedia mengulangi jika ada yang tidak mengerti biasanya dia bertanya ada yang belum mengerti?

The Transcript of Interview with Participant 4

(Monday, June, 04th, 2022)

1. What do you think about online learning?

Apa pendapat anda mengenai pembelajaran daring?

Answer : Menurut saya pembelajaran daring itu tidak seru. Karena belajar dirumah itu banyak sekali godaan jadinya tidak fokus untuk belajar

2. What do you think about learning English through online?

Apa pendapat anda mengenai pembelajaran Bahasa Inggris dengan metode daring?

Answer : Menurut saya tidak seru belajar Bahasa Inggris lewat daring karena susah

3. Do you have a personal communication tool that helps you to do online learning? If there is, please mention it.

Apakah anda memiliki alat komunikasi pribadi yang membantu anda untuk melakukan pembelajaran daring? Jika ada, tolong disebutkan.

Answer : Ada, handphone

4. What problems do you find (if any) when learning English online?

Masalah apa yang anda temukan (jika ada) Ketika mempelajari Bahasa Inggris secara daring?

Answer : Kondisi dirumah dan lingkungan sekitar yang menjadi kendala karena biasanya ribut dan orang tua sering suruh suruh kalau mau belajar jadi kita hilang fokus lagi

5. How do you overcome the difficulties you are experiencing?

Bagaimana cara anda untuk mengatasi kesulitan yang anda alami?

Answer : Saya pergi kerumah teman atau ke cafe buat belajar atau kerja tugas kalau lingkungan dirumah lagi ribut

6. What media does your teacher use to conduct online learning?

Media apa yang digunakan guru anda untuk melakukan pembelajaran daring?

Answer : Quipper dan Whatsapp Group

7. In your opinion, is online learning able to increase students' interest in learning English? Please explain.

Menurut anda, apakah pembelajaran daring mampu meningkatkan minat siswa untuk mempelajari Bahasa Inggris? Mohon dijelaskan.

Answer : Menurut saya tergantung dari siswanya sendiri

8. In your opinion, is online learning able to increase student motivation in learning? Please explain.

Menurut anda, apakah pembelajaran daring mampu meningkatkan motivasi siswa dalam belajar? Mohon dijelaskan.

Answer : Menurut saya tergantung juga, biasanya ada guru yang sudah memotivasi tapi siswanya sendiri yang tidak mau atau kurang perhatian

9. Do the environmental conditions around you affect your learning system? *Apakah kondisi lingkungan di sekitar anda mempengaruhi sistem belajar anda?*

Answer : Mempengaruhi sekali karena biasa ribut atau banyak anak anak main jadi kita kehilangan konsentrasi buat belajar

10. Do you have a family member who helps you with your homework when you're having trouble? If there is, please mention it and the type of support you received.

Apakah ada anggota keluarga yang membantu anda saat mengalami kesulitan mengerjakan tugas? Jika ada, tolong disebutkan beserta bentuk bantuan yang diberikan.

Answer : Ada, papa biasanya yang bantu buat kasih tahu arti kosa katanya apa

11. Is your teacher willing to repeat the explanation if you have difficulty understanding the material? If yes, what is the method that she used?

Apakah guru anda bersedia mengulangi penjelasan bila anda mengalami kesulitan dalam memahami materi? Jika ya, bagaimana metodenya?

Answer : Ya, mam menjelaskan ulang biasanya menjelaskan dengan bahasa yang simple atau mudah dimengerti

The Transcript of Interview with Participant 5

(Monday, June, 04th, 2022)

1. What do you think about online learning?

Apa pendapat anda mengenai pembelajaran daring?

Answer : Menurut saya belajar online kemarin ada plus minusnya, plusnya itu karena bisa belajar kapan saja sedangkan minusnya biasa banyak gangguan dari rumah

2. What do you think about learning English through online?

Apa pendapat anda mengenai pembelajaran Bahasa Inggris dengan metode daring?

Answer : Saya kurang suka belajar bahasa inggris lewat online karena kurang paham sama materi yang dijelaskan

3. Do you have a personal communication tool that helps you to do online learning? If there is, please mention it.

Apakah anda memiliki alat komunikasi pribadi yang membantu anda untuk melakukan pembelajaran daring? Jika ada, tolong disebutkan.

Answer : Ada, hp dan laptop

4. What problems do you find (if any) when learning English online?

Masalah apa yang anda temukan (jika ada) Ketika mempelajari Bahasa Inggris secara daring?

Answer : Mam jadi banyak sekali kasih tugas waktu belajar online kadang stress atau bingung mau kerjakan yang mana duluan sedangkan saya kurang paham bahasa inggris karena kurang kosa kata yang saya tahu

5. How do you overcome the difficulties you are experiencing?

Bagaimana cara anda untuk mengatasi kesulitan yang anda alami?

Answer : Dengan searching searching sendiri kak karena banyak kosa kata yang saya tidak tahu

6. What media does your teacher use to conduct online learning?

Media apa yang digunakan guru anda untuk melakukan pembelajaran daring?

Answer : Quipper dan Whatsapp Group

7. In your opinion, is online learning able to increase students' interest in learning English? Please explain.

Menurut anda, apakah pembelajaran daring mampu meningkatkan minat siswa untuk mempelajari Bahasa Inggris? Mohon dijelaskan.

Answer : Sebenarnya bisa asalkan gurunya lebih aktif lagi dan lebih bagus lagi metode pengajarannya

8. In your opinion, is online learning able to increase student motivation in learning? Please explain.

Menurut anda, apakah pembelajaran daring mampu meningkatkan motivasi siswa dalam belajar? Mohon dijelaskan.

Answer : Menurut saya kurang bisa memotivasi

9. Do the environmental conditions around you affect your learning system?

Apakah kondisi lingkungan di sekitar anda mempengaruhi sistem belajar anda?

Answer : Ya sangat mempengaruhi

10. Do you have a family member who helps you with your homework when you're having trouble? If there is, please mention it and the type of support you received.

Apakah ada anggota keluarga yang membantu anda saat mengalami kesulitan mengerjakan tugas? Jika ada, tolong disebutkan beserta bentuk bantuan yang diberikan.

Answer : Tidak ada

11. Is your teacher willing to repeat the explanation if you have difficulty understanding the material? If yes, what is the method that she used?

Apakah guru anda bersedia mengulangi penjelasan bila anda mengalami kesulitan dalam memahami materi? Jika ya, bagaimana metodenya?

Answer : Iya mam bersedia menjelaskan ulang pakai bahasanya sendiri kalau ada yang tidak mengerti