AN ANALYSIS OF STUDENTS' DIFFICULTIES IN ONLINE LEARNING ENGLISH AT GRADE XII MIPA IN SMA BAITUL ARQOM BALUNG

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Abstract

The purpose of this study has the following objectives that to know the students' difficulties in online learning English at grade XII MIPA in SMA Baitul Arqom and to know the strategy are used by the English teachers to help students of grade XII MIPA in SMA Baitul Arqom Balung to solve their problems in online learning English. The subject in this study was the students of XII MIPA in SMA Baitul Arqom Balung and English teachers in SMA Baitul Arqom Balung. The method in this study used a mixed method. The design of this research was an explanatory sequential design. In collecting data, in this study used questionnaires with 36 students consist 7 statements via Google form, and then interviews with 2 English teachers consist 7 questions via Google form. The analysis result of this study has found that during the online learning process, students of grade XII MIPA experienced several difficulties and several strategies are used by English teachers to help students to solve student problems in online learning. The difficulties experienced by students during online learning are as follows: signal problem, internet quota, lack of knowledge about IT, and uncomfortable environment. To overcome the difficulties mentioned above, there are several strategies used by the teachers: face-to-face meeting groups, lessons asynchronously, use of Wi-Fi, use of the easy application, move more comfortable place.

Keywords: Online learning, students' Difficulties, Teachers' strategies.

INTRODUCTION

In the era of the covid-19 pandemic, to overcome the spread of the coronavirus, the Indonesian government implemented various regulations. One of the regulations made by the government in Indonesia is the implementation of the public to carry out physical distancing. Therefore, the pandemic of coronavirus has a large impact on various sectors, one of which is education. With implementation of physical distancing, the Ministry of Education in Indonesia also issued regulations to stop schools and replace teaching and learning

activities by using online learning. According to Minister of Education and Culture of the Republic of Indonesia related Circular Letter Number 4 of 2020 concerning the Implementation of Education Policy in the Emergency Spread of Coronavirus Disease (Covid-19).

Online learning is but a subset of learning in general (Anderson, 2008). In this case, he defines that online learning is just other sets of learning. It is another form of learning-how learning is performed. What is in learning in general occurs also in online learning.

Similar definition is given that as with any educational system, online learning is fundamentally a human endeavor, with technology available to support the agreed-upon principles and goals (Kanuka, 2008).

On the contrary to previous ideas, Moisey (2008) stated that learning online is different than learning in a conventional classroom-based setting. The pedagogical approach underlying online learning is commonly based on constructivism, where learners actively create knowledge in a personally relevant and meaningful manner.

Other than that, Race (2007) in his book defines online learning as a part of open learning. He stated that online learning is perhaps one of the largest types of open learning, where students spend at least some time study remotely, either over the internet or on devices connected to initial intranet

To summarize the ideas of the above-mentioned exerts, it is to say that online learning is subsets of learning that take place online (via networks like internet or local network) taking advantages of technologies where learners have controls over the time of learning, and how they learn. In this learning, learners can also actively create knowledge in a personally relevant and meaningful manner.

The existence of this concept of education will create its own advantages in the learning process, not only are the advantages but also teaching and learning in the time COVID 19 causes problems. As Paloff & Pratt (2007) stated in their book about issues

and concerns that emerge when teachers or instructors migrate to a new way of teaching, in this case online teaching, they have to be able to adapt to the new situation (Paloff & Pratt, 2007). The same cases happen to the learners too. The students have to be able to adapt to the new situation if they did not adapt, they have difficulties in online learning.

Learning difficulties is defined in various way depending on its context of concerns. One of them defines learning difficulties as problems and errors committed by the students (Ponmozhi & Thenmozhi, 2017), this means that problems students encounter and errors they made are considered leaning difficulties.

Another research defines learning difficulties as problems that hinder students to achieve the objectives of the learning successfully (Abdalla & Mustafa, 2015).

In conclusion, online learning difficulties is a term used to refer to problems or error committed by the learners that can hinder them to achieve their learning objectives. Not only does this has to do with the learning itself but also the situation (online) of the learning take place in understanding the definition.

Therefore, from the explanation above, this study focuses on the following issues: first, what are students' difficulties in online learning English at grade XII MIPA in SMA Baitul Arqom Balung?. Second, what strategies are used by the English teachers to help students of grade XII MIPA in SMA Baitul Arqom Balung to solve their problems in online learning English?

Method

The research method used in this research was mixing methods. According to (Creswell, 2011) stated that a mixed methods research design is a procedure for collecting, analyzing, and "mixing" both quantitative and qualitative methods in a single study or a series of studies to understand a research problem. The design of this research was an explanatory sequential design. According to (Cresswell 2011), the explanatory

sequential design consists of first collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative results. The first, researcher started to give the questionnaire to 36 students at grade XII MIPA in SMA Baitul Arqom Balung on 1 April 2021. The questionnaire was distributed via Google Form link in What Sapp. The questionnaire consisted of 7 statements that use the Likert Scale ranging from strongly agree, agree, disagree, and strongly disagree. In addition, the researcher also interviewed 2 English teachers in 7 questions to get more data and to support the questionnaire responses from students. The interviewed had been conducted on 26 April 2020 using via Google Form link in What Sapp.

RESULT AND DISCUSSION

In this part, the researcher will tell about the research findings related to the analysis of students' difficulties in learning English online and the strategies used by English teachers to help students at grade XII IPA in SMA Baitul Arqom Balung to solve students' problems in online learning English. There are two data where the researcher found the information from questionnaires of students and interviews with English teachers.

First, quantitative data in the form of questionnaire with students. There were 7 statements; here are the responses from students:

Table 1

Statement 1: I have some difficulties during learning English online.

Option	Frequency	Percentage
Strongly Agree	13	36%
Agree	14	29%
Disagree	4	11%
Strongly Disagree	5	14%
TOTAL	36	100%

Table 1 shows the result of responses on statement number 2. From 36 students, there were 13 (36%) students who choose strongly agree, 14(39%) students agree, 4(11%) students disagree, 5 (14%) students strongly disagree. It means that 27 (75%) of 36 students give the statement that they experienced some difficulties in online learning English. Meanwhile, 9 (25%) students give the statement that they

did not experience some difficulties in online learning English

Table 2

Statement 2: The bad internet signal made it difficult for me to do online learning.

Option	Frequency	Percentage
Strongly Agree	12	33%
Agree	9	25%
Disagree	9	25%
Strongly Disagree	6	17%
TOTAL	36	100%

Table 2 shows the result of responses on statement number 3. From 36 students, there were 12(33%) students who choose strongly agree, 9(25%) students agree, 9(25%) students disagree, 6(17%) students strongly disagree. It means that 21(58%) of 36 students give a statement if they did experience the bad internet signal made it difficult for students to do online learning English. Meanwhile, 15(32%) students give a statement if they did not experience the bad internet signal when online learning English

Table 3

Statement 3: The limited internet quota makes it difficult for me to do online learning.

Option	Frequency	Percentage
Strongly Agree	11	31%
Agree	11	31%
Disagree	8	22%
Strongly Disagree	6	17%
TOTAL	36	100%

Table 3 shows the result of responses on statement number 4. From 36 students, there were 11(31%) students who choose strongly agree, 11(31%) students agree, 9(22%) students disagree, 6(17%) students strongly disagree. It means that 22(61%) of 36 students give a statement if they did experience the limited internet quota so which made it difficult for students to do online learning. Meanwhile, 14(39%) of students give a statement if they did not experience the limited internet quota when online learning English.

Table 4

Statement 4: The teacher often gives assignments but rarely provides material during online learning, making it difficult for me to understand the material.

Option	Frequency	Percentage
Strongly Agree	9	25%
Agree	16	45%
Disagree	8	22%
Strongly Disagree	3	8%
TOTAL	36	100%

Table 4 shows the result of responses on statement number 5. From 36 students, there were 9(25%) students who choose strongly agree, 16(45%) students agree, 8(22%) students disagree, 3(8%) students strongly disagree. It means that 25(70%) of 36 students give a statement if they did experience difficulties during online learning because the teacher often gives assignments but rarely provides material during online learning so making it difficult for students to understand the material. Meanwhile, 11(30%) of students give a statement if they did not experience that problem.

Table 5

Statement 5: Technical errors during the online learning process due to a lack of knowledge about technology make my learning less effective.

Option	Frequency	Percentage
Strongly Agree	11	31%
Agree	10	28%
Disagree	8	22%
Strongly Disagree	7	19%
TOTAL	36	100%

Table 5 shows the result of responses on statement number 6. From 36 students, there were 11(31%) students who choose strongly agree, 10(28%) students agree, 10(22%) students disagree, and 7(19%) students strongly disagree. It means that 21(59%) of 36 students give a statement if they did experience difficulties during online learning because technical errors during the online learning process due to a lack of knowledge about technology make their learning less effective. Meanwhile, 17(41%) students give a statement if they did not experience that problem.

Table 6

Statement 6: My home environment is not comfortable (noisy) so that it makes me not focus on participating in online learning.

Option	Frequency	Percentage
Strongly Agree	10	28%
Agree	12	33%
Disagree	9	25%
Strongly Disagree	5	14%
TOTAL	36	100%

Table 6 shows the result of responses on statement number 8. From 36 students, there were 10(28%) students who choose strongly agree, 12(33%) students agree, 9(25%) students disagree, and 5(14%) students strongly disagree. It means that 22(61%) of 36 students give a statement if they did experience difficulties during online learning because their home environment is not comfortable (noisy) so that it makes them not focus on participating in online learning. Meanwhile, 14(39%) of students give a statement if they did not experience that problem.

Table 7

Statement 7: I prefer to do face-to-face learning rather than online learning

Option	Frequency	Percentage
Strongly Agree	16	44%
Agree	9	25%
Disagree	5	14%
Strongly Disagree	6	17%
TOTAL	36	100%

Table 7 shows the result of responses on statement number 9. From 36 students, there were 16(44%) students who choose strongly agree, 9(25%) students agree, 5(14%) students disagree, and 6(17%) students strongly disagree. It means that 25(69%) of 36 students gave a statement if they prefer to do face-to-face learning rather than online learning. Meanwhile, 11(31%) students give different a statement, they prefer to online learning rather than face-to-face.

The results of quantitative data in the form of questionnaire the researcher has given for students, especially to find out the students' difficulties in online learning English at XII MIPA in SMA Baitul Arqom Balung. When

carrying out the online learning process during the Covid-19 pandemic, students experienced some difficulties. First, students have difficulty when learning online because of poor internet signals. Second, the limited internet quota owned by students. Third, teachers often give assignments but rarely provide material during online learning. Fourth, the lack of knowledge about IT so that there are technical errors when doing online learning. The last, an uncomfortable (noisy) environment makes it difficult for students to learn online.

Second, the qualitative data in the form of an interview. There are 7 questions that the researcher has shared regarding the context of this study. Here is teachers' response of interview.

The first question is related to whether in SMA Batul Arqom carries out the online learning process. Based on the opinion of 2 English teachers about the first question, they said that SMA Baitul Arqom Balung carried out an online learning process during the Covid-19 pandemic.

The second question is related to English teacher strategies to solve students' problems when doing online learning. Based on the result of the questionnaire, when doing the online learning process students experienced some difficulties. One of the students' difficulties is the limited internet signal. Based on the opinion of 2 English teachers about the sixth question. The English teachers have different opinion. To help students to solve their problems, the strategy used by the T1will gives motivation to students. However, if the student is not active online or offline learning, the teacher will ask the counseling teacher to help the students. Different with T1, T2 is creating an online classroom atmosphere that is as attractive as possible and provides feedback on student work results.

The third question is related to the strategy used by the English teachers if students have a limited internet quota so that they have difficulty joining the online learning process. The 2 English

teachers have the same statement. They will instruct the student that has a problem to use the facilities at school that is WIFI.

The fourth question is related to the strategies used by the English teacher to solve students' problems that have difficulty doing assignments from the teacher due to a lack of explanation of the material during online learning. Based on the opinion of 2 English teachers about the fourth question. The English teachers have the same opinion that is if students do not understand the material during online learning, they can ask the teacher directly when they are offline at school or students can contact the teacher personally to the teacher via WhatSapp or other applications.

The fifth question is related to the strategy used by the English teacher to solve students' problems due to a lack of knowledge about IT, which makes it difficult for students to experience online learning. Based on the opinion of 2 English teachers about the fifth question. The English teachers have the same statement that is if students experience these difficulties, the English teacher will use applications that are easy to understand for students such as WhatApp / Google Classroom. In addition, the teacher will tell students in advance how to use the application that the teacher will use when online learning, so that technical errors due to a lack of IT knowledge are not a problem for carrying out the online learning.

The sixth question was related to the strategy used by English teachers if students feel lazy when joining online learning. Based on the opinion of 2 English teachers about the sixth question. The English teachers have different opinion. To help students to solve their problems, the strategy used by the T1 will give motivation to students. However, if the student is not active online or offline learning, the teacher will ask the counseling teacher to help the students. Different with T1, T2 is creating an online classroom atmosphere that is as attractive as possible and provides feedback on student work results.

The last question was related to the strategy used by English teachers if students did experience difficulties when online learning because of an unfavorable environment that makes students less focused on online learning. Based on the opinion of 2 English teachers about the seven questions. The English teachers have the same opinion. To help students to solve their problems during online learning, the strategy used by the teacher is to tell the students to go to a more quiet and comfortable place.

The conclusion of qualitative data in the form of interviews with the 2 English teachers in SMA Baitul Arqom Balung showed that every teacher has a way to help students to solve students' problems in learning English online.

Conclusion

Based on the results obtained in this study, it can be concluded that during the online learning process, students of grade XII MIPA experienced several difficulties and several strategies are used by English

teachers to help students to solve student problems in online learning.

The difficulties experienced by students during online learning are as follows: signal problem, internet quota, lack of knowledge about IT, and uncomfortable environment. To overcome the difficulties mentioned above, there are several strategies used by the teachers: face-to-face meeting groups, lessons asynchronously, use of Wi-Fi, use of easy application, move more comfortable place.

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