

PROBLEMS FACED BY STUDENTS IN ENGLISH ONLINE LEARNING

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Abstract: The spread of the corona virus in Indonesia has a huge impact on all aspects of life, including the world of education. The learning system, which is usually carried out directly into a learning system in a network (online), certainly creates various problems in the implementation process. One of the most affected is students. This study aims to see the problems connected by students while learning English with an online learning system. This research uses a case study qualitative approach (case study). The instrument used in this study was an interview. The data obtained was checked again for its validity by conducting a second interview. Informants from this study consisted of 11 students of grade 7 MtsN 8 Tanah Datar, academic year 2020/2021. The results of the study show that there are several problems that faced by students learning English through the online system, including: 1) the lack of clarity of the learning material provided by the teacher in both audio and text, 2) the ability to pronounce English words, 3) limited vocabulary in English, 4) less opportunity to practice, and 5) lack of ability in writing.

Keywords: *Student Problems, Online Learning, English*

INTRODUCTION

By increasing of corona virus cases in Indonesia, the government has decided to implement online learning in all levels of education. This system is implemented to minimize the spreading of corona virus and to maximize the teaching and learning process. This system can replace the conventional system in teaching and learning process which conduct a teaching activity without any direct interaction between the students and teachers.

Practically, online learning process is done over the internet. This learning process allows students and teachers to have interaction, share information and knowledge that are related to their filed. Online learning process is a supplementary education system in Indonesia. Since in Indonesia commonly offline learning which both of students and teacher come to the class and follow teaching and learning process face to face, but online learning system asks the students and teachers to use technology as a key tool of teaching and learning process. Steeples and others (2002) state that online learning covers a

wide set of applications and processes, such as Web-based learning, computer-based learning, virtual classrooms, and digital collaboration. It includes the delivery of content via Internet, intranet/extranet (LAN).

In the educations field especially in Indonesia, internet usage has begun to develop even though it is not optimal yet. Most schools in this country from elementary school, junior high school, and senior high school have not connected to the internet. Schools connected to the internet only those who have applied the Computer-Based National Examination, so that access to the internet must be evenly distributed to the learning process. This is the effect of the utilization of facilities and infrastructure provided by the government and schools is not optimal yet. Especially in using the internet on the learning process.

In online learning, both students and teachers should have an equal opportunity to sharpen their skills. In this system, the students should be more active in the teaching and learning process, they should have a good ability in using the online system platform, be familiar with the features of the platform

and be active to find other sources to support their learning process. According to Mounica (2018:2) Speaking is the most basic part of communication and hence to be a good communicator one should speak competently and fluently, using appropriate grammar and vocabulary and apply proper social and cultural etiquettes apt to the situation. According to Rini (2020:57) Listening process should be done through some processes and in each process, students should be guided by the teacher in order they can manage well each difficulty they experience during the class.

According to Supiyono (2018:92) In reading class involving technology usage, a reading teacher is suggested to build learners' reading awareness in which the learners are actively involved to their reading activity by doing lots of reading practices. According to Heryandi (2020:55) writing is one of the most challenging skills in learning English, and it becomes another challenge for the teacher who teaches writing because teacher does not only deliver the structure of text in teaching but the teacher also needs to teach the student on how to use lexis and grammar. There are a lot of applications that can be used by the teacher as a made of ICT in learning writing. Such as: Edmodo, Google Classroom, Slack Application and so on.

MTsN 8 Tanah Datar as an A – accredited school located in the city center and has adequate facilities, this school is trying maximize the online learning process by providing internet data for students to facilitate the learning process. In this school the teacher and students communicate virtually. The teacher distributed learning material through WhatsApp, and the students download the material, then upload their assignment in the same application. According to Deshen *et al.* (2014) this app has academic benefits that are manifested in the teacher's availability for study questions and possibility of sending study material by WhatsApp, such that it reaches everyone immediately. Notably, use of WAG (WhatsApp Group) also enables the students to review the material at home, and to bring additional

knowledge beyond the official hours.

However, in the field various problems are still faced, especially in 7th grade students. For 7th grade students learning English is something new. They learn English formally for the first time in school so that they should get the maximum quality of learning English. The students do not have background knowledge about English itself. Furthermore, the students must be taught English from basics in order to easily understand the material. Besides that, the learning process should be able to foster curiosity and increase students motivation to enjoy learning. Nevertheless, in the implementation of online learning, there are several problems faced.

There are several phenomena that occur in the field about learning English online such as difficulties in teaching English skills, especially speaking such as pronunciation. Difficulties in teaching new vocabulary because could not find the right media and difficulties to explain the materials even the teacher already conduct the media by themselves and difficulties to controlling students' language development due to time constrains.

Furthermore, in recent years, there were some studies related to the use of online learning platforms have been conducted by some researchers. Purnawarman, Sundayana, & Susilawati (2016) conducted a study to find out students' perceptions towards the use of Edmodo in teaching writing and how Edmodo can facilitate students' engagement. The result of the study showed that Edmodo can be integrated into GBA writing cycles. Some issues appeared in the study regarding the bandwidth, confusion in using Edmodo, incompatibility of smartphone applications, and students' lack of responsibilities for learning.

Moreover, a study conducted by Saptani (2017) involving three English teachers in Semarang, Central Java revealed that Quipper School provides abundant alternative materials that can be used in various learning activities. It also allowed interaction between students and teachers and increased students' motivation in learning. Thus, the teachers

who participated in the study perceived Quipper School as good media in teaching English. The theories and the result of the studies mentioned above indicate that teachers can utilize online learning platforms such as Edmodo and Quipper to bring technology into the classroom. In addition, many researchers have studied about English online learning. However, the research about online learning in junior high school is still limited especially related to student's problems. Thus, in this research, the researcher was interested in conducting a study on "problems faced by students in English online learning".

METHOD

This research was qualitative research method. The design of this research is case study research. This research was conducted at the seventh-grade students of MtsN 8 Tanah Datar registered in 2020/2021 academic year. Students who became informants in this study is students who are included in the criteria of the informants as follows: (1) the seventh-grade students of MtsN 8 Tanah Datar in the academic year 2020/2021. (2) Students follow English online learning. (3) students who slow respond when the teacher gives assignment, (4) the students who always late in collecting their assignment, (5) based on the result of open-ended questionnaire and (6) students who recommend by the teacher. In this research, 11 students of the seventh-grade students of MtsN 8 Tanah Datar who follow the English online learning and face the problems asked as informants. In this study, the researcher used interviews as a method of collecting data. The researcher conducted interviews through telephone and met in the informant's house.

RESULTS AND DISCUSSIONS

In doing analysis the researcher started firstly, interviewed the informants; secondly, transcript the recording; thirdly, reduced the data and coded the data as follows: I-1 is the first informant, I-2 is the second informant and so forth. Then, the

researcher coded the problem as follows: P.1 for problem 1, P.2 for problem 2 and so forth. The researcher used unstructured interview and time triangulation to get the data, it useful to check validity of data.

Based on the data analysis, the researcher found there were 5 (five) problems faced by students in English online learning. The problems were: lack of Input materials, lack of ability in pronunciation, lack of practice, lack of vocabulary, and lack of ability in writing. There were explain clearly as follows:

1. Lack of Input Material

The first students' problem in English online learning was lack input material. Some of informants stated that they got unclear picture and audio from the teacher. The students said the teacher sent unclear picture in reading. Thus, they could not read and comprehend the text. After sent the material the teacher did not explain the material to the students so they could not understand the material. In listening, the teacher sent audio to the students, but it was unclear and the audio in Indonesian form. The important finding of this interview showed the input material is one of crucial things that determine the successful of online learning. After doing the interview, the researcher found that there were ten informants who faced lack of input material while English online learning.

2. Lack of ability in pronunciation

The next problem faced by students in English online learning was lack of ability in pronunciation. They were had lack of ability in pronunciation. In this case, the students did not know how to pronounce a word in English because they never learn English at elementary school. It made the students difficult to say something in English or pronounce a word. Related to this case, the information was found from seven informants, they have problem in pronunciation.

3. Lack of Practice

The next problem faced by students in English online learning was lack of practice. The students did not get any chances to practice their English. The

teachers tend to ask the students to write rather than speak. They had never even been practiced speaking by using English. Related to this case, there five informants who faced these problems. The important finding of this interview showed that, lack of practice makes the students could not practice their ability in English. Thus, the students also could not evaluate whether their English right or not.

4. Lack of Vocabulary

The next problem faced by students in English online learning was lack of vocabulary. Related to this case, the information was found from four informants. In this case, students had problem in spell the words in English. They got confused because they did not know the right spell of the words in English. The informants said that they did not know the spelling of words, they have limited vocabulary and they could not understand what the teacher said in English.

5. Lack of Ability in Writing

Problem at lack of ability in writing makes the students difficult to write simple and complex sentence in English. Furthermore, they were had problems because it was the first time to them in learning English. In addition, sometimes the teacher asks them to write poem in English. In this case, the students could not write sentences in English because the teacher did not tell them how to write.

DISCUSSION

Based on the result of the data analysis, it shows that there were five problems faced by students in English online learning at the seventh grade of junior high school. They lack input materials, lack of ability in pronunciation, lack of practice, lack of vocabulary, and lack of ability in writing. The first problem was lack of input materials. Some students said that they got unclear materials in form of audios and pictures in from the teachers. This condition made the students difficult to comprehend the materials. For example, audio material. The audio that given by the teachers was

not clear and did not use English. Materials has crucial role in learning process. It is as tools that can help the teacher and students in presenting and learning a language to achieve the optimal result in learning process. According to Richard (2001) learning materials or the term instructional materials that the teacher uses serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom.

The second one lacked ability in pronunciation. In this case, the students could not pronounce any words in English. In addition, they also face some difficulties in spelling the words. Pronunciation plays a crucial role in learning language. Monica (2018) states that success in teaching pronunciation can be ensured if taught using variety of methods. Sounds can be taught using different methods. Listening to the teachers pronouncing a sound and repeating after them is one of the common drills practiced teaching sounds. Teaching a sound at a time makes learners grasp better. Besides, based on the fact in field, the teacher did not give the audio recording or even sent voice notes to the students to teach them how to pronounce the word. It made the students confuse to read the text with the right pronunciation.

The third problems were lack of practice. In this case, the teacher did not give the students any chance to practice their English. The teacher did not ask the students to pronounce the words, to speak in English and to listen the material. The teachers tend to teach the students reading and writing rather than listening and speaking. It is not accordance with the curriculum 2013 especially for junior high school. Based on the core competencies and basic competencies, in junior high school the teacher must teach all the English skills to the students include listening, reading, writing and speaking. Lack of practice made the students could not develop their skills in English.

The fourth problems were lack of vocabulary. Since the teacher did not explain the material to the students, it made the students difficult to comprehend the material. It was because they had

limited vocabulary. Vocabulary is very important in learning language. If the students did not know the meaning of the words automatically, they will not understand the content and context of the language.

The last problems were lack of ability in writing. In this case, some of students said that they could not write sentence in English. It is related to their vocabulary and their practice. Since the students had limited vocabulary and lack of practice it will be difficult for them to write because writing is one of the most challenging skills in English. According to Heryandi (2020) writing is one of the most challenging skills in learning English, and it becomes another challenge for the teacher who teaches writing because teacher does not only deliver the structure of text in teaching, but the teacher also needs to teach the student on how to use lexis and grammar.

Based on the data of the research, it can be concluded that the teachers did not teach all of English skills. According to core competencies and basic competencies, the students must be taught all of English skills such as reading, listening, speaking and writing. In fact, the teacher more focus on reading and writing. It is must be a special concern for the teacher that they have to maximize online learning process so that the students get the same portion of materials and skills of learning as offline learning.

In conclusion, the researcher do realized that teaching English through online learning is not as easy as offline learning. The teacher should give the materials, assignment, and test through online application. When the materials are not relevant with the curriculum and the skills is not appropriate with core and basic competencies it will make the goals of the curriculum could not achieved. Thus, it is hoped that the teacher adjusts to online learning because this method will be used for the future.

CONCLUSIONS AND RECOMENDATIONS

According to the study that had been conducted, it can be concluded that

there were several problems faced by students in English online learning of the seventh-grade students of MTsN 8 Tanah Datar 2020/2021 academic year. They were: first, lack of input materials inform of audio and picture. The materials were unclear that made the students difficult to comprehend. Second, lack of ability in pronounce words in English. Third, lack of practice in listening and speaking skill. Fourth, lack of English vocabularies. Last, lack of ability in writing that made the students difficult to do their assignment in English. All these problems faced by students when they follow English class by using online application.

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