

**LEARNING ENGLISH DIFFICULTIES FACED BY EFL
LEARNERS DURING THE COVID-19 PANDEMIC: A
CASE AT AN INDONESIAN SENIOR HIGH SCHOOL**

THESIS

Submitted in Partial Fulfillment of the Requirements for
Gaining the Degree of Bachelor of Education in English
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By:

MISBAHUL MUNIR

1903046055

**ENGLISH EDUCATION DEPARTMENT
EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG**

2023

THESIS STATEMENT

I am a student of the following identity:

Name : Misbahul Munir

Student Number : 1903046055

Department : English Education

state that the thesis entitled :

Learning English Difficulties Faced by EFL Learners During The Covid-19 Pandemic: A Case at an Indonesian Senior High School

is my work. This thesis's content is totally my responsibility. Under ethical norms, other researchers' perspectives or findings contained in the argument are mentioned or cited.

Semarang, May 31st 2023



Misbahul Munir

NIM.190304605

ADVISOR NOTE



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Hamka Karang II Semarang 50185
Telp. (024) 7660295, Fax. 024-7615387

ADVISOR NOTE

Semarang, 31 Mei 2023

To:

The Dean of Education and Teacher Training Faculty

UIN Walisongo Semarang

Assalamu 'alaikum, wr. wb.

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis identification:

Title : **LEARNING ENGLISH DIFFICULTIES FACED BY EFL LEARNERS DURING COVID-19 PANDEMIC: A CASE AT AN SENIOR HIGH SCHOOL.**

Name : Misbahul Munir

Student Number : 1903046055

Department : English Education

I state that this thesis is ready to be submitted to Education and Teacher Training Faculty of UIN Walisongo Semarang to be examined at Munaqasyah Session.

Wassalamu 'alaikum, wr. wb.

Advisor,

Wahid Munohar, M.A., Ph. D
198408012019031007

RATIFICATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARRBIYAH DAN KEGURUAN
Jl. Prof. Hanka Kampus II Semarang 50185
Telp. (024) 7601295, Fax. 024-7615587

RATIFICATION

Thesis with the following identity:

Title : Learning English Difficulties Faced by EFL Learners
During Covid-19 Pandemic: A Case at an Indonesian Senior
High School
Name of Students : Mishahul Munir
Student's Number : 1903046055
Department : English Education

It has been approved by the board of examiners of the Education Teacher Training Faculty of the Walisongo State Islamic University and can be accepted as one of any requirements for achieving the Bachelor's Degree in English Education.

Semarang, June 28th 2023

THE BOARD OF EXAMINERS

Chairperson,

Dr. Muhammad Nafi Annury, M. Pd
NIP. 197807192005011007

Secretary,

Agus Mutohar, M.A., Ph.D.
NIP. 198408012019031007

Examiner I,

Daviq Rizal, M. Pd
NIP. 197710252007011015



Examiner II,

Dr. Hi. Siti Tarbiyah, M. Hum
NIP. 197211081999032001

Advisor,

Agus Mutohar, M.A., Ph.D.
NIP. 198408012019031007

MOTTO

”The opportunity does not come twice, but the opportunity comes to anyone who never stops trying”

(Dzawin Nur Ikram)

ABSTRACT

Title : Learning English Difficulties Faced by EFL Learners During The Covid-19 Pandemic: A Case at an Indonesian Senior High School.

Writer : Misbahul Munir

NIM : 1903046055

This research discussed learning English difficulties faced by EFL learners during the covid-19 pandemic. This research aims to describe the difficulties in English learning during the covid-19 pandemic faced by Indonesian EFL learners and the methods they used to overcome them. This research is categorized as the category of descriptive qualitative research. Interviews was used to collect data. The researcher employed interactive analysis approaches to analyze the data obtained, including data reduction, data display, and conclusions or verification. The research was conducted at SMA Islam Al-Azhar 16 BSB Semarang and involved 24 participants consisting 12 females and 12 males. Data from research showed that students face various difficulties in the online learning process during the Covid-19 pandemic such as internet connection, lack of internet package, lack of understanding of the material, difficulties in doing assignment, lack of concentration, ineffective learning, lack of interaction, and lack of motivation. The methods they use to overcome those difficulties such as using a stable internet provider, asking the teacher, discussing with the classmates, reviewing the material, increasing the level of focus, and increasing learning motivation.

Keywords: Learning English Difficulties, EFL Learners, The Covid-19 Pandemic

DEDICATION

All gratitude to Allah SWT for His kindness and generosity in allowing the researcher to attain and accomplish this research.

This thesis is dedicated to my beloved parents (Bapak Sutarmin and Ibu Suwarni), my big brother and his family (Abdul Wahid, Legi Lestari, and Afifah Zahrotus Solehah), and the special one. For all lectures, teachers, cherished friends, and everyone who supports and prays for the researcher to successfully complete this thesis.

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Finally, I recognized that this thesis is far from ideal, thus I await criticism and recommendations to improve it. And hopefully, this thesis will be valuable to everyone, ameen.

Semarang, May 31st 2023

A handwritten signature in black ink, appearing to read 'Misbahul Munir', enclosed within a hand-drawn, irregular triangular or arrow-like shape.

The writer

Misbahul Munir

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CHAPTER I

INTRODUCTION

This chapter highlights the research background, the reason for selecting the topic, the research questions, the research aims, the research limitations, and the significances of the research.

A. The Research Background

The Covid-19 pandemic has impacted many aspects, including education, economics, culture, and tourism. The government enforces laws requiring people to keep their distance or avoid crowding to stop the spread of this disease. This rule also applies to the educational field, where face-to-face classroom instruction is impossible. To address the current crisis, the government is compelled to modify the educational system, for example, by converting traditional classrooms to online learning environments. Not only Indonesia; but many nations worldwide insist on offering an alternative method of teaching using a separate classroom platform since learners cannot directly participate in the lesson at the institution (Nugraha et al., 2021).

According to some research, the Covid-19 pandemic has also had a significant effect on the educational field as well. The Ministry of Education and Culture in each nation has implemented a learning policy, which includes home learning, in the field of education. Even though teachers and students do not interact directly at school, the teaching and learning process can go on thanks to the learning-from-learning policy. Without sending

pupils out of their homes, teachers can still impart the lesson and give the instructional materials (Efriana, 2021).

A distant learning system is used to deliver education from home. According to Chun, Kern, and Smith's study, distant learning is a system of instruction in which students are not in the same physical space as their teachers but use ICT to access a variety of resources during the learning process (ICT). A web-based learning strategy is used in the implementation of the distance learning system. The teaching and learning process can continue in the Covid-19 pandemic state with the help of this instructional strategy (Nartiningrum & Nugroho, 2020).

The use of electronic and internet-based technology (ICT) for learning is specifically combined in online learning, a branch of distance education. Use the online learning platform to organize online learning classes and reach a diverse student body. Online learning refers to the use of web-based tools, which mostly rely on information technology availability (Nartiningrum & Nugroho, 2020).

Adopting online learning during the pandemic is favorable for learners because they are able to learn from home without having to come to class, making it more accessible for them to assimilate the content. Furthermore, because the teacher and students agree to set the time unrestricted the teaching-learning process is carried out successfully without breaking the rule of social and close physical contact (Ariyanti, 2020). According to Means, the

availability of online learning at any time and location makes it practical. However, conducting online learning predictably becomes complicated, demanding the planning of an alternative strategy by the lecturer and teacher if one of the online educational platforms or methods could not be adopted efficiently. Because learning a foreign language becomes increasingly challenging during the coronavirus pandemic, especially for learners in higher-level education, the obstacles of online learning may be compounded for EFL learners (Muslem, 2021).

Because they cannot receive direct instruction from teachers or lecturers in this circumstance, students must learn to learn independently. Students experience several issues with online learning that makes use of sophisticated technology. One of the effects of online learning, according to research by Purwanto, is that students have trouble learning when they are at home receiving instruction and doing their homework. Distance learning puts students under strain because they feel compelled to participate and because their home environments lack the necessary resources (Erlangga, 2022).

EFL learners are those who are learning English as a second language to use it in a non-English speaking nation. According to Harmer, EFL refers to settings in which learners study English to communicate with other English speakers, whether tourists or business travelers. It is still difficult for EFL to utilize the English language effectively outside of the classroom; yet, it is still

possible for them to do so to improve their language proficiency. According to Brown, those foreign language contexts are those where learners lack pre-existing settings for communication outside of the classroom (Nartiningrum & Nugroho, 2020).

EFL learners are prepared to gain English language abilities even though in they are in a non-English speaking country. Since English is a global language, EFL learners are part of a global target language community. They receive education in understanding English as a Global Language, which significantly impacting their ability to contribute globally to the country's advancement. The use of technology is expanding quickly in this 4.0 era and the Covid-19 pandemic phenomenon. The English language is necessary to obtain knowledge and more sources and references. Additionally, the chance for young people in Indonesia to enroll in an international webinar or study abroad online (Widayanti & Suarnajaya, 2021).

The teaching and learning process of EFL has been held for years. In EFL classes the media has been reinforced in many countries, following technological developments. According to Nugroho and Mutianingrum, some face-to-face classes are lately developing into online classes (Atmojo & Nugroho, 2020). Some previous research has talked about this case in many countries. For example, Ja'shan investigated students' attitudes and responses to blended learning for English classes. In blended learning, 20-75% of the material was delivered online. Using a questionnaire,

the participants in his research showed that students' attitudes and responses during blended learning were generally positive (Nartiningrum & Nugroho, 2020).

In addition, Ahmad's study discovered that the phenomenon of EFL learning, which necessitates a lot of practice to apply, also encountered difficulties in listening sessions when implementing the learning system because the ICT tools used by teachers to instruct students who were dispersed in various locations were frequently ineffective (Erlangga, 2022).

To adapt to the covid-19 pandemic, Indonesia is one country that tries to implement EFL online classes. The government picked the implementation of online classes while the education policy decided to make a regulation to replace offline classes with online classes. This choice was taken through the covid-19 pandemic. This pandemic obliged the education ministry to use online classes for universities and schools. First, universities and schools tried out online classes for fourteen days (Djalante et al., 2020).

After that, all universities and schools were recommended to change offline class to online classes for an undetermined time. Indeed, some universities decided to make online classes for the rest of the semester. This decision makes various responses from both teachers and students. Related to this decision, Al-Munawwarah did a study that focused on teachers' perceptions of the use of ICT (information and communication technologies) in

Indonesian EFL classes. She concluded three advantages of using ICT in EFL classes: namely, serving teachers to do enticing and fun learning activities, proposing autonomy learning, and encouraging students to learn. ICT can provide motivate students to be active during the learning process in the classroom (Nartiningrum & Nugroho, 2020). Additionally, schools and universities can continue to teach using the online method. Ibn Majah made the claim, which Shaykh Albani later confirmed, in Sahih and Dha'if Sunan Ibnu Majah No. 224:

حَدَّثَنَا هِشَامُ بْنُ عَمَّارٍ، حَدَّثَنَا حَفْصُ بْنُ سُلَيْمَانَ، حَدَّثَنَا كَثِيرُ بْنُ سِنْظِيرٍ، عَنْ مُحَمَّدِ بْنِ سِيرِينَ، عَنْ أَنَسِ بْنِ مَالِكٍ، قَالَ قَالَ رَسُولُ اللَّهِ - صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ - " طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ وَوَاضِعُ الْعِلْمِ عِنْدَ غَيْرِ أَهْلِهِ كَمُقَدِّدِ الْخَنَازِيرِ الْجَوْهَرَ وَاللُّؤْلُؤَ وَالذَّهَبَ " .

It was narrated from Anas bin Malik that the Messenger of Allah (ﷺ) said: "*Seeking knowledge is a duty upon every Muslim, and he who imparts knowledge to those who do not deserve it, is like one who puts a necklace of jewels, pearls, and gold around the neck of swine.*" (Permana & Fananie, 2022) Ibn Majah's hadith number 224 is maqbul in the sense that it is taken as fact. The pursuit of knowledge and the acquisition of the knowledge required by Muslims to uphold their religious affairs were made Fardlu 'Ain obligations for all Muslims by Rasulullah

(صلى الله عليه وسلم) this hadith conveys the idea that gaining knowledge is a duty for every Muslim, hence we must keep doing so. Therefore, students must continue to study even if they are unable to attend school or a university.

Atmojo and Nugroho conducted a research project on online education during the pandemic in Indonesia. The study looked into secondary school teaching activities and obstacles during the pandemic. Some of the difficulties encountered included the fact that some students lacked a smartphone, the internet connection was unreliable, some students couldn't afford a high enough internet quota, many students had poor digital literacy, and some students were tardy for their online sessions (Atmojo & Nugroho, 2020).

Previous research results have shown that EFL learners in Indonesia face many challenges while learning English during covid-19 pandemic. Online classes are a short-term solution taken by the Indonesian government to stop the spreading of covid-19 in the education environment. This situation forces learners to learn individually, even though sometimes they can ask their teacher questions. From the researcher's perspective, this situation makes it difficult for learners to develop their English skills (Ariyanti, 2020).

Additionally, employing an internet platform to run an online classroom seems to be a barrier for teachers. In addition to being tested on their ability to run an online platform for teaching and

learning, they must select the appropriate platform to teach a particular course and topic. According to Nadeak, social media is only useful for theoretical and practical courses in the framework of one Indonesian university. It indicates that to meet the needs of the students and be appropriate for the course topic, the state of education in Indonesia today, particularly in higher education, still has to be explored more in terms of the usage of various online platforms or applications. The Covid-19 outbreak in the context of education presents new challenges for teachers regarding their technological proficiency, school infrastructure, difficulty in explaining certain concepts online, student internet access restrictions, cost of internet quotas, and parental support (Nadeak, 2020). Similar to Lestiyawati and Widyantoro, several issues arise in our educational lives today, including the availability of learning facilities, the ability of both students and teachers to use online tools, and how distance learning is used. In addition, the fact that some students attend schools in remote locations presents difficulties for both students and teachers when utilizing online teaching and learning tools (Lestiyawati, 2020).

The study on the Covid-19 pandemic appears fascinating because it is pertinent to the current predicament that the entire globe, including Indonesia, is experiencing. Finding out how students manage to maintain a positive attitude, avoid experiencing learning anxiety, and manage a new learning approach when learning in this emergency circumstance is

interesting. Additionally, while students are learning online, their psychological requirements must be taken into account because having excellent "mental health" is crucial, particularly in the current educational environment. Since some activities are novel in teaching and learning that teachers and students should manage with care, it is crucial to explore students' perceptions, preparation, and strategies toward using online learning during the covid-19 pandemic (Yang & Kuo, 2021).

This study specifically aims to look into the difficulties EFL students at the senior high school level encounter when trying to learn English in the current Covid-19 pandemic situation. Even though results from some earlier studies regarding teachers' and students' challenges with online learning during the Covid-19 pandemic have been found, the researcher feels it is urgent to look into these issues further in this study, particularly concerning the difficulties students face when learning English. In this instance, the researcher concentrates on senior high school students because, relative to students of lesser educational levels, they tend to be more independent learners given their age and degree of schooling. The researcher is eager to learn more about how they struggle to use the teaching strategies permitted by the institution to cope with the Covid-19 pandemic. That's why, The researcher is looking to observe **Learning English Difficulties Faced by EFL Learners During The Covid-19 Pandemic: A Case at an Indonesian Senior High School.**

B. The Reason For Selecting The Topic

Afterward, this research discussed the difficulties faced by EFL learners in learning English during covid-19 pandemic. The reasons for picking this topic are mentioned below:

1. The researcher investigated what difficulties were faced by EFL learners in Indonesia during covid-19 pandemic.
2. The researcher investigated what methods use by EFL learners to overcome those difficulties.

C. The Research Questions

According to the researcher's reason, there are two research questions on this topic those are:

1. What English difficulties are encountered by EFL learners in Indonesia during the covid-19 pandemic?
2. What are the methods used to overcome learning English difficulties during the covid-19 pandemic?

D. The Research Aims

This research aims to gain insight into EFL learners' difficulty in learning English during the Covid-19 pandemic. Furthermore, this research is planned to serve as a resource for determining EFL learners' English learning challenges. As a result, they can comprehend the challenges of this pandemic, particularly for EFL.

E. The Research Limitations

The Covid-19 pandemic had several effects on how difficult it was to learn English, particularly in Indonesia. This is inextricably linked to the numerous restrictions or challenges encountered

during the learning process. To promote learning to progress despite the many challenges they experience, students and teachers must be prepared to handle changes in scenarios that arise. However, the researcher would like to provide a limitation of the study on English learning difficulties faced by EFL learners at a Senior High School.

F. The Significances of The Research

The researcher intended the result of this research can be one reference to overcome English learning difficulties during the covid-19 pandemic. Here are the significances of the research:

1. Theoretical benefit

The researcher thinks that this study's findings will provide another way to examine how learning occurs in online environments. Because they impact on the learning process, the research findings also make it necessary to pay closer attention to the challenges EFL learners face.

2. Practical

- a. For the students

This study can serve as a guide for inspiring and encouraging learners of EFL to be more engaged in their studies, particularly those who are studying the language online.

- b. For the teacher

The researcher hopes that teachers pay more attention to students' learning challenges so they can assist students in resolving those challenges.

c. For the researcher

The researcher expects that this research will have a positive impact on other people and subsequent studies as a result of its findings.

d. For the next researcher

The researcher intended that the study's findings will serve as a more accurate and comprehensive guide for future studies tackling the same issue.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the previous research related to the research, literature review, and conceptual framework.

A. Previous Research

The previous research about English learning difficulties faced by EFL learners in Indonesian Senior High Schools has conducted by Ryan Agustian Nugraha et all entitled “EFL Learning Challenges In the Mids of Covid-19 Pandemic: a Case of Senior High School Learners”. This research aims to discover the problems and challenges EFL learners face during covid-19 pandemic in Indonesia (Nugraha et al., 2021). This study discovered the following common obstacles that all learners confront:

- a. The learners believed online EFL instruction was unproductive because learning English required constant practice. In addition, online instruction needs a stable internet connection, enough internet quota, and reliable supporting media, like a phone or laptop/computer.
- b. They were taking an online course for the first time. In addition to not knowing each other and the teacher, the first-graders are still unsure of how to handle the situation. The unreliable internet in their location was another topic that was brought up by many of them. Almost half of all the learners the researcher questioned said they could grasp what their

teacher had communicated, while the remaining learners said they could not.

- c. Some learners believe that the teacher's application is less effective because of the interference they experience when using it, whether it comes from the signal or the program itself. If the teacher merely offered text content without going into greater detail through videos, several learners commented that it was unclear and rather difficult to understand. Some of them went on to say that teachers may help their students develop their English skills by employing English movies as a teaching tool, preventing learners from becoming rapidly disinterested in dry lessons.

The second previous research entitled "Online Learning amidst Global Pandemic: EFL Students' Challenges, Suggestions, and Needed Materials" was held by Novrika Nartiningrum and Arif Nugroho. This research explained students had problems with their connections. Students mentioned bad internet connection or blackout electricity were problems that they had to face during online learning. Other students mentioned during online learning, the lack of communication and social interactions between teachers and students almost happened in every lesson (Nartiningrum & Nugroho, 2020).

Afterward, the lack of interactions during the learning process encouraged the lack of feedback understood by students. This problem affected the feeling that learning materials are troubling

to understand. Some students openly said that online learning weakens their motivation and commitment. The lack of control and guidance from the teacher makes them lazier to learn. Students are more susceptible to getting sidetracked when they are learning or working on assignments (ÖZMAT & SENEMOĞLU, 2021).

In short, unstable networks that prevent direct contact are students' biggest digital learning challenge. Less communication makes it more difficult to absorb the learning materials. These circumstances have a part in students' deteriorating devotion to their studies. The students are quickly sidetracked (ÖZMAT & SENEMOĞLU, 2021).

After identifying their difficulties with digital learning, the students offered several recommendations for making online classes more enjoyable. Although some suggestions conflict with one another, the majority of students suggested using video conference tools like Zoom or Google Meet (Nartiningrum & Nugroho, 2020).

A student offered an intriguing suggestion. He wanted the online system to be improved, perhaps by creating a unique application just for students. On the other hand, a few students requested that face time not be used. They requested homework assignments and downloadable course materials. Another great idea is to ask the teacher to set specific due dates for each task. The students said that having deadlines prevents them from

procrastinating on their work. Additionally, students expressed a desire for enjoyable learning activities like watching movies, singing songs, taking quizzes, or playing games (Nartiningrum & Nugroho, 2020).

The students highlighted certain items they would like to see included in digital learning in addition to their suggestions. The majority of students concurred that they needed resources on grammar. Students requested resources for expanding their vocabulary outside of grammar. The students are interested in learning how to employ appropriate vocabulary in sentences. Additionally, some students expressed a desire for reading resources that address the current issues in Indonesia. The Covid-19 phenomenon, which has been rapidly expanding in Indonesia, appears to have caught the attention of students (Yan et al., 2021).

Other students mentioned that they needed resources for either their present or future academic endeavors. A few students expressed a desire to be able to produce quality reports and scientific journals. While some students are focused on developing their skills in the area of their present studies, others have opted to purchase books that will aid them in finding employment, such as those that teach them how to perform well on TOEFL exams and respond to interview questions. Finally, some students preferred learning resources that weren't too challenging. In particular, for tasks, they enjoyed using songs,

games, comics, or movies as learning resources (Nartiningrum & Nugroho, 2020).

B. Literature Review

a. English as a Foreign Language

So far, we've been thinking about English as a second language. However, English is a foreign language across the rest of the global community. Therefore, it is being taught in classrooms, and regularly broad but it plays no significant part in national or social life. In Spain, Brazil, and Japan, for example, Spanish, Portuguese, and Japanese are the regular modes of communication and instruction: the common person is not reliant on English or any other foreign language to live his or her everyday life, let alone to grow socially or professionally. English is taught in schools as a world language, however, there is no regional English that represents a Spanish, Brazilian, or Japanese cultural identity. In foreign language circumstances like this, a huge number of English learners likely to have an instrumental motive for studying the foreign language. The purpose of modern language instruction in schools is educational, and the older student who sets out to study English has a clear instrumental goal: he wants to visit England, talk with English-speaking tourists or friends, and read English in books and newspapers (Amankulova & Seisembieva, 2011).

Learners of English as a foreign language have a greater variety of language options than those who are learning a second language. Both the British and American varieties are allowed and taught in Japan. The availability of teachers, geographical location, and political influence impact the choice of variety. In Mexico and the Philippines, foreign English students typically learn American English. Europeans frequently learn British English, whereas Papua New Guinea prefers Australasian English (Amankulova & Seisembieva, 2011).

However, the contrasts between English as a second language (ESL) and English as a foreign language (EFL) are not as apparent as the preceding may imply. The declining prominence of English in India and Sri Lanka has resulted in a shift in emphasis in recent years, transforming a long-established second language situation into something closer to a foreign one. In other cases, governmental decisions change previous foreign language settings. Official policies in Sweden and Holland, for example, are striving for a bilingual stance in which all educated people have a good command of English, which is gradually becoming an alternate language alongside Swedish and Dutch—a position much closer to ESL on the EFL/ESL continuum (Amankulova & Seisembieva, 2011).

Thus, the position of English in a country's daily life is determined by geographical, historical, cultural, and political variables, not all of which can be changed. However, the role of English at any given period must influence how it is taught and the impact on the individual's daily life and growth (Amankulova & Seisembieva, 2011).

English's presence in the lives of many second and foreign language learners is much more difficult to pinpoint today than it was a short period ago. In 1953, Michael West was able to state:

“The non-native speaker is learning English to convey concepts rather than feelings: he already knows his mother tongue.... It is a good general rule to remember that intense words and items, no matter how widespread they are, are of secondary value to a foreign learner.” (Amankulova & Seisembieva, 2011)

The situation is generally valid for learners in harsh foreign language circumstances: certain Japanese learners, for example, needed even a passive understanding of expressive English. Learners from Denmark, Germany, and the Netherlands, who have far more interaction with native speakers as well as English radio, television, and the press, are more likely to need at least a passive grasp of the region of

English that displays emotions (Amankulova & Seisembieva, 2011).

Second language acquisition, according to Dulay, Burt, and Krashen, encompasses learning a new language in a foreign language context (for example, English in Mexico or German in the United States) as well as learning a new language in a host language environment (for example, German in Germany). They use the term second language (L2) to refer to both foreign and host languages, and the instruction techniques apply to both. This means that teaching English as a second language is not fundamentally different from teaching English as a foreign language, and English is referred to as the target language (TL) regardless of whether it is obtained in Indonesia or Malaysia (Setiyadi, 2020).

In Indonesia, English is taught through emphasizing grammatical concepts, and faults are always addressed. Accuracy is the major goal of learning English for language learners in Indonesia, because English is not commonly spoken. This is not the case when people study English in English-speaking nations such as the United States or Malaysia. People in those countries value their ability and fluency in daily discussions; they acquire English since it is prevalent in society. They are not always aware that they are acquiring a language (Setiyadi, 2020).

In Malaysia, English is acquired in the society where the language is spoken; English is a second language in Malaysia. In Indonesia, English is only taught in schools, and no one speaks it in public. For language students in Indonesia, English is truly a foreign language (Setiyadi, 2020).

Individuals who study English as a second or foreign language are learning a target language. A target language can be learned in a variety of ways. There are dozens of components involved, and it is questionable whether we can provide a comprehensive study of all the aspects. Nonetheless, there are a variety of opinions and perspectives on what drives language learning. According to Mackey, learning is determined by three major variables: linguistic, social, and psychological aspects. The three factors may influence how English is taught as a second or foreign language (Setiyadi, 2020).

b. EFL Learners

EFL defines a situation in which learners learn English to converse with any other English speakers in the whole world. EFL learners are English Language Learners who are not natural English speakers and are studying English in a non-English speaking nation. According to Harmer, EFL refers to circumstances in which students were learning English in order to interact with any other English speakers in the world, whether they were foreign visitors or employees of

businesses (Komara et al., 2021). EFL learners are still limited in their use of the English language; they use it mostly in the classroom, but they can apply it in everyday life to improve their English skills. EFL learners are prepared to communicate in English even if they are in a non-English-speaking country. In this 4.0 era and the covid-19 pandemic phenomenon, the utilization of technology is rapidly expanding. English is required to access more references and sources. In addition, Indonesian youth can study online abroad or participate in an international webinar to help them grow (Ariyanti, 2020).

Learning impacted more by exposure to content and teaching via digital technologies is called online learning. There are two forms of theory in online learning: Synchronous learning refers to any type of learning that takes place in real time and involves a group of people learning simultaneously. Although learning occurs concurrently, learners do not need to be present in person or the same location. Synchronous learning enables students to ask questions and receive immediate responses while freely collaborating with their peers. Asynchronous learning is more focused on the learner. It allows the learners to finish classes without needing to be at a specific location at a specific time. Asynchronous learning, in essence, allows learners to learn despite their location or time. Asynchronous students can

finish the course resources whenever and from anywhere they wish, as long as they have accessibility to the internet (Nugraha et al., 2021).

Online learning can benefit from both synchronous and asynchronous learning methods. Both have advantages and disadvantages depending on the needs of the student, but what appeals to one learner may not appeal to another. The synchronous method is beneficial because learners can form a discussion group and easily connect with the instructor or one another. Even if the location is different, this method uses real-time. The student can ask questions and receive an immediate response. The learner and teacher, on the other hand, should have a stable internet connection. With the asynchronous technique, the student has a flexible period to relearn the topic as long as the teacher still permits permission, and they can work on their assignment at any time before the due date. Learners can also contact the teacher by email, although they may have to wait for a response or feedback (Muslem, 2021).

Applying online learning during a pandemic is beneficial for learners since they may learn from home instead of going to school, making it easier for them to learn. Because learning a foreign language is challenging during a coronavirus pandemic, especially for higher education

students, the problems of studying online may become much more onerous for EFL learners (Nugraha et al., 2021).

c. EFL Learning Difficulties

According to a study by Akbari, EFL students are most likely to encounter difficulties. The rationale was that they comprised English language learners who only used the language occasionally and for specialized objectives (Akbari, 2016).

Problems in an exposure. English plays little of a role in society, making learning the language difficult for most EFL students. Therefore, English responsibilities outside of the classroom are inadequate. Akbari continued by saying that it was unnecessary to feel the need to study English because of the potential effects of not having exposure to English outside of the classroom. In the subsequent study, the participants' belief that studying English was superfluous affected how little free time they had as a result of their other activities. Thus, They were given less priority in terms of time due to the commotion and lack of an immediate necessity to learn English. Additionally, inexperience could make learning English frightening. An investigation found that fear of using and developing the language outside of the classroom was the main factor contributing to Indonesian EFL students' difficulty learning English (Akbari, 2016).

According to Akbari, the key factor supporting the language learning process for EFL students is the role of English in society. Another issue for EFL students to overcome is their lack of motivation to learn English and their lack of self-assurance in speaking it in social situations (Akbari, 2016).

Problems in language skills. For EFL students, each language skill poses a particular set of challenges. The most difficult part of speaking, according to Ur, was verbal communication. Examples of this include the students' propensity to remain silent in class because they lack the desire to express their ideas, their lack of participation as a result of the ability groups in the classroom is mixed, and their inability to use English properly in communication because they lack vocabulary mastery. The issue of pronunciation was also thoroughly examined by a study on how students' mother tongues affected their pronunciation acquisition. The study discovered that the influence of L1 vowels constituted a possible risk to learning the vowels in the targeted language, particularly when both languages have distinct vowel systems (Septianasari, 2019).

Meanwhile, Byrnes noted that the most common difficulties students encountered with their writing skills were psychological, linguistic, and cognitive issues. According to Rahmatunisa, the writing issues faced by Indonesian EFL

students, include linguistic issues with sentence structure, cognitive issues with paragraph organization, and psychological issues with negative attitudes (Rahmatunisa, 2014).

The EFL students' poor understanding of English due to their discouragement to reading is another frequent issue they encounter. Their inability to learn indefinite words and pronounce particular words can be a result of their lack of motivation, which can impact their understanding while reading. Furthermore, unfamiliar terminology was a significant barrier to the EFL students' comprehension of English content. Additionally, an earlier study indicated that the amount of time EFL students devote to reading is insufficient, particularly when it comes to extracurricular activities (Refnita & Jufrizal, 2019).

The main listening issues include anxiety-related loss of concentration during listening and inability to listen owing to poor recording audio, speaker speed, accent, and limited vocabulary. For EFL students, linguistic and cultural disparities are an issue as well since they can impair their comprehension of what they hear while they are listening to someone speak. Azmi et al., and Underwood in Gilakjani and Sabouri also mentioned that the length and speed of speech could affect the degree of difficulty of their listening comprehension. The more speech is spoken, the harder it is

for EFL students to understand what is being said, and the opposite is true of speed (Wahidah, 2018).

As the earlier research has clearly stated, there may be a variety of issues with maximizing the aforementioned language skills. These issues are issues with receptive skills, which include reading and listening, as well as issues with productive skills, which include speaking and writing. Depending on their level of learning, each of the issues could also be experienced differently by various EFL students (Hibatullah, 2019).

Problems in vocabulary. Mastering vocabulary knowledge is the main component of language learning. However, for the majority of EFL students, mastering vocabulary knowledge turned into a frequent issue in studying English. Another study confirmed that selecting acceptable words given limited word knowledge is the most difficult aspect of learning English vocabulary. Therefore, the students' limited vocabulary knowledge prevented them from using language to express their ideas or even engage in an argument about any subject. Then, Rahmatunisa suggested that the negative attitude toward studying English is one of the causes of the EFL students' lack of vocabulary knowledge (Alsalihi, 2020).

Problems in motivation. Most EFL students think that studying English merely entails completing assignments

without understanding the relevance of what they have learned. It is one of the issues with students who are unmotivated to learn English. Unmotivated students might be identified by their lack of interest in participating in class activities. Other factors that affect these problems are timidity, a lack of interest in studying, and a fear of making mistakes. Current research revealed more issues that were time-wasting and difficult (Alsalihi, 2020).

Problems in teachers' resources. The incompetence of English teachers is one of the issues with English language proficiency that the majority of EFL students experience, particularly in Indonesia. The idea furthered that the ability of the teachers to manage their classrooms, develop the student's talents, and offer cutting-edge resources played a crucial part in these endeavors. Previous research mentioned some problems of low teachers' skills for instance, teachers might not have enough time to practice their English with students, have poor delivery skills when distributing learning materials, or just use insufficient teaching techniques. This research also concluded that one of the reasons students had trouble learning English in class was that teachers weren't required to utilize the language when the students were being taught and studying. As a result, the students choose to use their native tongue over English (Alsalihi, 2020).

d. Learning Difficulties During the Covid-19 Pandemic

The Corona Virus, also known as Covid-19, was identified in December 2019 and has been spreading over the world since March 2020. The information on this disease's affected humans has rapidly increased. Therefore, emergency states were declared in numerous nations. The majority of nations made an effort to enact laws that would stop the virus's spread and transmission. The governments of the world encourage physical separation, the wearing of masks, and the temporary closure of parks, schools, and colleges until the spread of COVID-19 can be stopped (Riyanti et al., 2022).

In the present state of development about 188 nations, according to UNICEF, were employing alternate methods of delivering continuous learning through technologies including the internet, television, and radio as of April 2020. With 83% of all countries using them, online platforms are the ones that are most frequently used by numerous nations. Only 16% of students were reached by radio while 62% were by television worldwide. However, many low- and middle-income countries still only have access to this alternate method of communication via technology, primarily among poor households. Of all children worldwide, 463 million, or 31%, cannot access remote learning using the Internet. The lack of technology at home or the fact that regulations didn't specifically target them were the likely causes of this (Riyanti et al., 2022).

Problems exist within English as well. This archipelagic stage, which is occasionally overlooked, views English, as a component of a foreign language, as a tertiary necessity. The difficulties of teaching English present further difficulties for the English teacher. These issues with various classifications are paired with the Covid-19 situation and form a mix of issues that may result in larger issues (Djalante et al., 2020).

According to Paisal, there are seven challenges of EFL learners during the pandemic (Riyanti et al., 2022):

1. Unstable internet connection

This is the most significant barrier for students who resided in rural areas; even city students cannot be certain that they would succeed in meeting this challenge. It was difficult for the teacher and the students to create a positive learning atmosphere at times when the internet was inconsistent. There were also instances when the region was drenched in rain, which caused an inconsistent internet connection or even a loss of service. They kept saying that the issue was when they had to watch YouTube to sharpen their writing and listening abilities by summarizing the course. When the internet connection was erratic and they had to wait a long time to see the videos, they had trouble opening YouTube videos.

2. Poor teaching guidance and explanation

Students and teachers may struggle as a result of this. First, the students had trouble following the teacher's English-language instructions. Although this may be due to a lack of student understanding, the teacher must plan lessons that are simple enough for the students to understand so that the activities may be completed effectively. The second is the teacher's lax discipline of the kids who were absent-minded in class. Since this is online learning, the teacher has limited control over how closely he can keep an eye on his students. To keep an eye on their children, their parents will need to work with the teacher. Third, the students criticized boring educational resources like PowerPoint and YouTube. This can also be noted to help the teacher hone his abilities and skills in locating and utilizing a variety of learning resources. Teachers and students now need to adjust to new changes in learning as a result of the forced closure of schools and the change in learning preferences.

3. Overload school tasks

Students frequently complained about the overburden of assignments they were given during this pandemic. Some students spoke about how difficult it was to complete so many assignments with the little knowledge they had acquired in the online classroom. The pressure to respond quickly and complete their assignments on time,

also caused the students to lose the educational value of the lecture.

4. Financial problems

Financial difficulties are a common occurrence in rural settings, particularly for low-income families. Low-income families likely have less financial preparation and experience greater economic hardship as a result of the Covid-19 problem. Internet costs were necessary for online learning to meet student needs. They must use media that requires an internet connection, therefore the costs are higher. In the Covid-19 circumstance, internet access is more expensive than it is with the accessibility of online learning, according to Ro'fah's confirmation of the financial issues.

5. Home responsibilities interruption

The commitment to parents is a requirement for students. As a result of the fact that children in this scenario are frequently home alone, their parents typically assign them household chores. The students acknowledged that it was challenging to concentrate on their work while carrying out their duties. Following their home chores, they also felt worn out, which prevented them from focusing on the lesson.

6. Disturbance at home or in the surrounding environment

Although it cannot be proved, the home may be a comfortable place to avoid Covid-19 and the disturbance it and its surroundings cause. Most of the students described the noises that they heard in their homes and neighborhoods. They discovered that a home was not a good setting for studying.

7. Electricity going off

Since online learning requires an electronic gadget, students are facing additional difficulties during this pandemic because of the electricity issue. Some of them had to do with the erratic internet connection, but the main reason was the power outage. Another incident was brought on by the student's carelessness in failing to charge his phone before the online class. He was unable to charge his phone when the power went out, forcing him to miss the day's class.

According to Akhter, there are some difficulties EFL learners faced during the Covid-19 pandemic (Akhter, 2020):

1. Limited experience in technology

Some online learners could be hesitant to transition into e-learning because they lack technical expertise. As a result of their realization that e-learning is not for tech-savvy individuals, they have so far disregarded it. Given that it is a presumption, that is one of the challenges to overcome. Online students have evolved to believe that

they require significant technological abilities to participate. However, by giving them access to online courses and specialized help, we as teachers can allay their anxieties.

2. Experience

Many people have had less than stellar prior eLearning experiences. They now fear it because of this. It specifically refers to online learners who have been required to go through repeated online training courses for compliance. Although you cannot change the past, you can prepare for it with the new eLearning plan. Those who have had negative online learning experiences don't need any additional surprises, especially ones that are so painful. Therefore, make it apparent to them why they should take the eLearning course and how it would make a difference in their lives. To pinpoint issue areas that need to be addressed, conduct surveys and questionnaires as well. issues, such as those related to certain e-learning courses.

3. Feeling unmotivated

After all, it's one of the most significant challenges that eLearning practitioners must overcome. Any number of problems will result from the loss of encouragement. However, there are ways to positively include and motivate online learners in the process. For example,

badges, rewards, diplomas, and points can inspire learners to take the appropriate actions.

4. Personal cognitions

Unfortunately, some of our online students can be dealing with ideas and viewpoints that contradict one another. They might initially think they lack the knowledge or skills necessary to take part in our eLearning course. As a result, they are unable to benefit from our offered e-learning program. One of the finest methods to go past personal cognitions is to acknowledge and assess these. Ask challenging questions to encourage discussion among online students about their opinions and worldviews.

5. Insufficient support

Many online students may be slipping into the eLearning program with ease. They can navigate the eLearning course without any additional assistance. Additionally, some people require ongoing support throughout the entire e-learning process. These students may lack confidence or think the material is difficult when using the LMP (Learning Management Program). Any group of online students will have access to assistance. Give them a list of phone numbers and web addresses for resources they can utilize to improve their understanding.

6. Technical issues

Many students do not have the high bandwidth or the reliable internet connection needed for online courses, which prevents them from connecting with their virtual classmates. Their inadequate monitors also make it difficult for students to follow the course management system, affecting their capacity to learn. Additionally, the majority of them reside off-campus, making it challenging for them to adhere to the course's technical requirements. Many of them rely on learning support centers for technical assistance because they do not yet own devices. The only way to get out of this pickle is to fully understand what kind of technical support a particular course would require before enrolling in it and to properly set them up for successful completion of the course.

C. Conceptual Framework

Because of the pandemic, traditional learning activities have been halted and replaced by online learning. Unfortunately, there are various obstacles and problems that students have when using online learning, such as the lack of an internet limit, an unstable internet network, a large number of assignments, and teachers who are unprepared.

Some computer-assisted training methods are included in the definition of online learning (or distance learning). Online learning is defined as learning that occurs through the internet and

provides educational information, tools, and assistance to students, allowing meaningful interaction and supporting knowledge creation. Online learning encompasses a wide range of projects that use the internet both inside and outside of schools to provide accessibility to educational materials and to assist communication between teachers and students.

The difficulties students experience in online learning during the pandemic covid-19 can be used as an evaluation for all components of the educational environment. With the right solution or strategy to overcome the difficulties students experience, they can improve the quality of education because the learning process can be accessed anytime and anywhere. It is hoped that effective online learning will materialize in the future with research on the difficulties of online English learning during the pandemic covid-19.

CHAPTER III

RESEARCH METHOD

This chapter presents the research approach in the research method, research setting, instruments, method of collecting data, and data analysis techniques

A. Research Method

This research used a qualitative approach. According to Creswell, a qualitative approach is an examination into a social or human problem based on the creation of a whole, holistic image using words, transmitting distinct opinions of informants, and conducted in a natural situation. The process of conducting research properly, following the actual, objective conditions on the ground without any manipulation, and with a focus on gathering mainly qualitative data is known as qualitative research (Forman et al., 2008). Nevertheless, qualitative research is more in-depth and typically involves a rich collection of data from numerous sources in order to gain a deeper understanding of specific participants, including their opinions, perspectives, and attitudes. Data are gathered qualitatively for qualitative research, and analysis is primarily qualitative as well (Creswell et al., 2007).

The research design used in this research is descriptive qualitative. Characterizing a phenomenon and its traits is the aim of a descriptive study. A qualitative descriptive study must be used when a straightforward account of a phenomena is requested.

It is a very useful tool for researchers who want to comprehend the facts involving an event, such as who participated, what was attached, and where occurrences occurred. According to Sukardi, The goal of descriptive research is to systematically describe the characteristics of the things that need to be adequately examined (Sukardi, 2003). Descriptive research is a research strategy that tries to provide the most exact description of existing events. Since a case study is intended to represent the current state of a specific case, it can also be categorized as descriptive research. However, it differs depending on the subject or phenomenon being studied. Focusing on a specific instance with unique characteristics is the responsibility of a case study researcher. Therefore, a case study is an in-depth analysis of a person, a group of people, or a specific event that has unique characteristics (Atmowardoyo, 2018).

Case studies are a type of research design used in many domains, including evaluation, in which the researcher conducts an in-depth investigation of a case, which is typically a program, event, activity, process, or one or more individuals. Cases are defined by time and activity, and researchers collect detailed information throughout time utilizing a variety of data collection approaches (Creswell & Creswell, 2018). According to Yin, a case study is an empirical research that investigates a phenomenon in the context of real life, when the boundaries between phenomena and context are not visible, and multiple sources are

used (Hollweck, 2015). As a result, the qualitative goal of this research is to find students' learning difficulties and methods during the Covid-19 pandemic. This research's data was gathered through the distribution of questionnaires and the conduct of written interviews. The results of questionnaires and written interviews with participants will be provided descriptively to answer the research questions.

B. Research Setting and Participants

The research is being carried out at SMA Islam Al Azhar 16, BSB Semarang. The research was conducted from March 15 until March 29, 2023. Participants in this research included 23 grade 12 students (11 boys and 12 girls) and an English teacher from SMA Islam Al Azhar 16 BSB. To facilitate the process of describing the results of the interviews, the researcher assigned a number to each student participant (e.g., P1, P2, P3, and so on).

C. Method of Collecting Data

The data collection technique is the most crucial phase in the research because the primary purpose of this research is to acquire the data. The researcher employed interviews as the instrument to assist in collecting the data for this research.

In this research, the researcher used a structured interview with an open questionnaire in collecting the data. According to Creswell, an interview is a process of asking research questions and receiving responses from study participants (Forman et al., 2008). According to the definition above, an interview is a process

of exchanging information between two or more people. As a result of using the interview, the researcher was able to accurately investigate EFL students' issues with online learning.

D. Data Analysis Techniques

In data analysis, the researcher used the interactive analysis model proposed by Miles and Huberman covering data reduction, data display, and conclusion drawing (Miles et al., 2014). Each of the techniques of interactive analysis is explained below:

1. Data Reduction

The process of choosing, concentrating, reducing, abstracting, and converting "raw data" is referred to as data reduction. In this research, data reduction was the process of selecting data that was relevant to the research objectives. In that research, the following steps were taken in data analysis: (a) the researcher collected data from the subjects and informants through interviews; and (b) the researcher transcribed, selected, and focused the data by referring to the research problems, for example, the researcher underlined sentences that related to the research problem; as a result of this process, irrelevant data were discarded and relevant data were included.

2. Data Display

The data is displayed in the form of graphs, matrices, and maps, as well as a summary written in the original

text. In the second phase, the researcher will simplify the data by using original writing in the form of narrative text.

3. Conclusion data or Verification

The conclusion is the final step in the process of analyzing the research findings. Since the commencement of the study, the researcher has reached a preliminary conclusion. Furthermore, the ending must be flawless. The process of summarizing the content of data collected in the form of good statements is known as conclusion drafting. The conclusion can begin with a preliminary conclusion that still has to be finished. Meanwhile, verification entails checking the veracity of the tentative result. The interim finding became the conclusion in this study since it was supported by adequate evidence in the field. In this study, the researcher presents conclusions in descriptive form. As an answer to research challenges, the researcher obtained a final and perfect conclusion.

E. Data Validity

The data trustworthiness in qualitative research is comprised of validity and dependability (reliability). Validity refers to whether the research findings accurately reflect what is happening in the context and whether the researcher learns what he or she intends to discover. There are numerous methods for determining validity, including member checks, peer interviews, and triangulation. The researcher used the triangulation approach to

validate data. Moeloeng defines triangulation as "a technique for determining the trustworthiness of data that compares something else to that data." Triangulation is a technique for analyzing data based on its source, method, investigator, and theory (Dr, 2005).

The goal of triangulation is to improve the dependability and validity of results. The data source was used in this research. Data sources triangulation is the process of collecting data from many sources. Data source triangulation is the process of comparing the degree of confidence in information gathered from various sources. Comparing the findings of observations with the results of interviews, for example; comparing what is stated in general with what is said privately, and comparing the results of interviews with existing documents (Carter et al., 2014):

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter covers research findings and discussion, including the result of written interviews with EFL learners in their online learning during the pandemic.

A. Findings

The research data were obtained from interviews regarding the difficulties and methods of EFL learners in online learning activities. In the interview process, the researcher presented an analysis of research data by categorizing it into two: EFL learning difficulties during the covid-19 pandemic and EFL Learning Methods to Overcome the Difficulties during the Covid-19 Pandemic.

The researcher conducted interviews with thirteen questions in which eleven questions were addressed to students and two questions addressed to teachers. 11 questions addressed to students to explore their experiences in online learning during the covid-19 pandemic, and 2 questions addressed to teachers aimed to find out the teacher's perspective regarding online learning difficulties experienced by students and about support from student families to overcome difficulties students experience.

1. EFL Learning Difficulties during the Covid-19 Pandemic

a) Internet Connection

Almost all participants mentioned that the internet network was a difficulty that arose when online learning

took place. This is very reasonable because not all areas have stable internet coverage. The impact of an unstable internet network can be seen in the following answers to P18 and P21:

P18 “The material presented was not clear due to network problems”

P21 “The network is bad, material delivery takes too long, the connection is sometimes interrupted, the download takes a little longer or even doesn't work, then sometimes the material conveyed is not clear either because of the network or other things, there are also piling up tasks that must be completed before the new deadline can be done close to the deadline for collection or even when learning is in progress”

From the participants' explanations, it can be seen that the internet network greatly influences the smoothness of the online learning process. Students unfortunately frequently experience the negative effects of this issue, such as their inability to comprehend the lesson material because the lecturer or other students' voices are unclear when they are explaining it, their inability to connect to the virtual classroom application, and their loss of network connection while learning online. Numerous reasons contribute to the poor internet connection, including the rural location, power outages, severe

weather, and the smartphone card that is being used. The necessity of an internet connection forces students to own smartphones that can withstand extended periods of learning online.

b) Lack of Internet Package

In addition to the internet network being a problem faced by students when learning online, internet packages are also a problem because every online learning requires quite a lot of internet packages. This of course will be a problem that disrupts learning when in the middle of the learning process, the internet package runs out so students are disconnected from the meeting application. As mentioned by P15:

“Unstable network problems and wasteful internet quota”

Many of them report that they are consuming cellular internet data excessively while taking online classes, such as when they join YouTube, Zoom meetings, and other learning platforms.

It is believed that the government's internet quota distribution cannot be used by students since the internet quota issued can only be used to open the websites of schools that have worked with internet service providers. This is why government internet quotas are unsuccessful in assisting students to reduce internet quota use in online learning during the covid-19 pandemic.

c) Lack of Understanding of The Material

Lack of understanding of the material delivered by the teacher is the next problem and is often complained of by students. This is inseparable from the learning process which is hampered due to internet network constraints experienced by students or teachers, then students say that their lack of understanding of the material is due to not meeting the teacher directly. As mentioned by P6 and P18:

P6 “Lack of understanding of the material because it is not explained directly, the signal is often interrupted, and the sound quality is not good”

P18 “The material presented was not clear due to connection problems”

Following the internet issue, lack of understanding of the material become a serious difficulty faced by students in online learning. They can not understand the material clearly because they can hear the teacher's voice while explaining the material, then they can not discuss with their classmates about the material.

Lack of understanding of the material hinders the development of student's abilities in English because students who have limited vocabulary will find it increasingly difficult to understand the material presented by the teacher. Especially if the material is delivered

through Google Classroom without an explanation from the teacher.

Another cause of difficulty is students' unwillingness to approach the teacher in issue when they are experiencing difficulties. Because school is conducted online, there is less interaction between teachers and pupils in this setting. The lack of teacher engagement with students has an impact on the close relationship between instructors and students, diminishing students' self-confidence to seek assistance from their teachers when they are experiencing difficulties. Students will never understand the material if they are embarrassed to ask the teacher if they do not understand it.

d) Difficulties in Doing Assignment

The problem of not understanding the learning material also affects how students can complete the assignments given. As explained by P7:

“Experiencing difficulties when discussing group assignments because we can not discuss directly. Or when there is a video assignment”

The majority of students contend that in this situation they must adjust themselves to do the assignment within the allotted time and that it is occasionally difficult to complete because it is difficult to grasp, and occasionally

they experience difficulties submitting it due to the internet connection or technological limitations.

Students exhibit indicators of difficulty when working on English assignments. Students' grades have been declining since they began online studying, highlighting this issue. Students struggle with English assignment because it contains a big number of unfamiliar words. Not only that, but another indicator is the behavior of students who frequently postpone their English assignments, causing them to be late in collecting them. If students believe they can succeed, there is a minimal possibility they will put off working. Another clue is that students use Google to search for answers to English challenges. Students will not need Google's help in discovering solutions if they can work on problems utilizing the results of their thinking.

e) Lack of Concentration

Lack of concentration is a problem mentioned by some students because when learning takes place they are not always ready to accept the material that the teacher will present. As mentioned by P10 and P11:

P10 “Lack of concentration is an obstacle that I often experience”

P11 “Network, lack of concentration and laziness”

The student's lack of focus and lack of interest in the lesson prevents them from learning well while taking classes online. Learning at home is unable to be separated from family activities that could hinder learning or humorous voices that interrupt the teacher's explanation.

f) Ineffective Learning

Ineffective learning is the next problem faced by students, this is inseparable from how learning material is delivered during the online learning process. Students complain about the lack of explanations explained by the teacher during the learning process, this is exacerbated by assignments that students think are too difficult to complete. As said by P12 and P20:

P12 “Ineffective because unable to receive learning properly”

P20 “Online learning is not effective so I don't understand the material presented”

The number of distractions and obstacles causes learning to be less effective so students feel they do not understand the material presented. Readiness both from a technical and mental standpoint is the main factor that can build online learning to be more effective and easily understood by students.

g) Lack of Interaction

The lack of interaction between students and other students or between students and teachers is a serious problem in the online learning process. This is inseparable from how students seek reinforcement for the material presented, or just to socialize with their classmates. As stated by P4 and P7:

P4 “Starting from an internet connection or difficult tasks and communication difficulties with teachers because online learning”

P7 “Experiencing difficulties when discussing group assignments because we can not discuss directly. Or when there is a video assignment”

This difficulty greatly influences students' mentality in building relationships with their teachers and classmates. Lack of interaction can also affect students' learning because they need friends or teachers to discuss one or many things.

h) Lack of Motivation

Lack or even loss of motivation to take part in learning is the next problem experienced by students when studying online. This is commonplace because the loss of motivation to learn is the culmination of all the difficulties students experience during online learning, where students feel lazy to follow the learning process,

and lazy to do the assignments given. This is reinforced by the answer from P8:

“Angry and lazy to take online learning”

Loss of motivation is a problem that is often faced by students, both in face-to-face learning and online learning. Almost all students experience a lack of motivation to learn as a result of the numerous problems encountered, which causes student motivation to dwindle.

2. EFL Learning Methods to Overcome the Difficulties during the Covid-19 Pandemic

a) Using a Stable Internet Provider

From the answers of the students who experienced network and internet quota problems, they answered that using wifi with a better connection would be the best method. This certainly encourages students to be more enthusiastic about participating in online learning because the internet network problems they previously complained about have been resolved. Statements from P16, P18 and Teacher:

P16 “Replacing the Wi-fi”

P18 “Looking for another provider with a better connection”

Teacher “I believe students get support from their families. It has been proven that almost all of them have

installed an Indihome network at home to facilitate online learning activities during the pandemic”

By using this method, network and internet quota problems can be resolved properly. Because the availability of a stable network can encourage students to understand the material more easily and clearly. In addition, students are also more flexible in exploring topics discussed through other sources to improve their understanding and English language skills.

b) Asking The Teacher

Asking the teacher when they did not understand the material that has been delivered is a method taken by students. Here also shows that students and teachers try to build a good two-way interaction to create an effective learning atmosphere and the results will increase students' understanding of the material presented. This answer was conveyed by P20 and the teacher believed that students did not experience significant difficulties during the learning process:

P20 “I will ask the teacher”

Teacher “In my opinion, students did not experience significant difficulties while learning to be brave during a pandemic. First, because the conditions were not normal for teaching and learning activities, all of the subject matter was not delivered, only the essential material. The

tasks given by the teacher are also not difficult tasks, which can be done without having to leave the house”

This interaction is something that should often occur in the learning process, the teacher as a learning center will certainly assist students in dealing with their difficulties in understanding the material being studied. Asking the teacher also encourages students to have the courage to convey their lack of understanding of the material, so that the teacher can evaluate how to trigger and explain the material to students to make it more effective.

c) Discussing with The Classmates

Apart from asking the teacher, discussing with friends is also a method used by students to overcome their difficulties. Discussions with friends are needed to train how students socialize and exchange opinions. This method became the majority of students' answers when asked what methods were used to overcome difficulties during online learning.

Discussions with friends or teachers also encourage students to think critically about the topics discussed, besides that students also develop their ability to socialize in social life. Even though discussing the application, makes a positive value that the obstacle of not being able to meet face to face does not make it difficult for students.

d) Reviewing The Material

Reviewing the material presented is the next method implemented by students to overcome student difficulties. This method is of course very good if applied because students indirectly fight their laziness to study. In addition, they can also develop their abilities independently so that they can find other learning resources to support the learning materials from the teacher. As answered by P15:

“Googling and reviewing the material after learning”

This method aims to increase students' understanding of the material explained in online learning. This method also encourages students to be more critical through the process of re-reading material that has been previously explained or being able to look for other material that can complement material sourced from the teacher.

e) Increasing The Level of Focus

Increasing focus in the learning process is the next method students use to overcome their difficulties. Students often lose focus on learning, making it difficult to understand the learning material presented. Like the answer from P17:

“Looking for a good network, refreshing google meet before learning, and heeding more focused”

Trying to focus more on the learning process is a wise method chosen by students because unconsciously students often lose focus in the online learning process due to various things such as playing with gadgets, problematic internet networks, disrupting family members' activities, and many others. The achievement of all learning needs is the first step to increasing focus, so it is very important that students must be in a state of readiness before learning.

f) Increasing Learning Motivation

Increasing motivation to study is an important method when students often lose motivation to study during online learning. Motivation to learn is needed to increase the willingness and ability of students to understand and apply the material presented by the teacher. Like the answer from P7:

“Learn to collect the mood, and try to find pleasure in what is lived”

By increasing students' motivation in learning, their learning outcomes will also increase. Trying to enjoy the online learning process is one way to increase learning motivation, besides that support from family can also increase student learning motivation.

Data was collected by the researcher through interviews with students and the teacher regarding the

difficulties of learning English online during the pandemic and the methods used by EFL students to overcome the difficulties that arose. The researcher triangulated to test the validity of the data obtained. The researcher used triangulation of data sources where this triangulation compared the results of student interviews and the results of interviews with the teacher. Based on the results of student interviews, the researcher found that it was quite difficult for students to do online learning during the pandemic. The same thing was also conveyed by the teacher through interviews with the researcher, but the teacher also took preventive steps to reduce the difficulties experienced by students. The results of the student interviews also showed that they were trying to find methods to overcome the difficulties they encountered. This was also explained by the teacher through interviews that students received full support from their families and those around them in overcoming the difficulties they encountered. Therefore, from the data collected through different sources, the researcher concludes that these data can be trusted because the data obtained is the same even through different data sources.

B. Discussions

According to the research findings above, the students' difficulties in learning English during the pandemic are internet connection, lack of internet package, lack of understanding of the

material, difficulties in doing assignment, lack of concentration, ineffective learning, lack of interaction, and lack of motivation. According to Muslem, the difficulties faced during online learning are internet data, internet connection, difficulties in doing assignment, intrusion, and lack of experience in using technology (Muslem, 2021). The contrast between these two researches lies in the second research question, namely what methods are used by students to overcome their problems during online learning and what is the psychological impact of online learning.

Meanwhile, the methods used to overcome the difficulties are using a stable internet provider, asking the teacher, discussing with the classmates, reviewing the material, increasing the level of focus, and increasing learning motivation. According to Maulidiawati and Mulyani, the methods used to overcome the difficulties are managing time to do the assignments, reviewing the material through YouTube videos, requested permission to join the class later, tried to get used to the condition, take a rest, and requested permission to submit the assignment later (Vemi Maulidiawati & Martina Mulyani, 2021). The contrast between these two researches lies in how the students create their methods to overcome the difficulties during online learning.

This research has advantages and disadvantages, the advantage of this research is that it specifically explores the experiences of high school students in the process of online English learning during a pandemic. Some limitations of this

study should be noted and addressed in future research. One weakness of this study is that it was solely focused on the viewpoints of students. Future research could broaden the sample by incorporating all additional actors involved in the teaching-learning process. Researchers can delve deeper by analyzing teachers' perspectives and experiences to gain a comprehensive understanding of the issue and how different factors interact with or affect one another. Future research may uncover certain teacher-related elements that influence students' online learning experiences. In the case of students, their age, gender, and degree programs may be investigated in light of the special issues and strategies they face.

The current research has some implications for successful online learning during the covid-19 pandemic. First, the findings provide insights from EFL learners about the problems they face while implementing full-time online learning. The most challenging difficulty for the students who had already returned home was the network problem. Second, the findings have increased our awareness of the various obstacles that students may face if we quickly transition to full online learning, particularly those from countries with low resources, poor Internet connectivity, and a bad home learning environment. Schools with similar learning contexts should use the findings of this study to design and improve their own learning continuity plans in order to lessen the pandemic's negative impact. This study would also give

students with the necessary information to reflect on potential ways for overcoming the problems. This is crucial information for effective policymaking, decision-making, and future online learning deployment.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter covers a conclusion about the research findings and suggestions for the next researcher who would explore a similar topic.

A. Conclusion

Based on the findings, students faced many difficulties in English learning online during the covid-19 pandemic. The difficulties that arise are internet connection, lack of internet package, lack of understanding of the material, difficulties in doing assignment, lack of concentration, ineffective learning, lack of interaction, and lack of motivation. In overcoming the difficulties that arise students can find appropriate methods such as using a stable internet provider, asking the teacher, discussing with the classmates, reviewing the material, increasing the level of focus, and increasing learning motivation. student experience in online learning will have a good impact on the world of education in the future because students can learn more optimally.

Based on the research findings described above, it can be concluded that the difficulties that EFL learners experience during online learning are difficulties experienced by almost all English learners. This is reinforced by the compatibility of previous research results which show that students experience difficulties with the network, lack of interaction in the learning process, loss

of learning motivation, ineffective learning, learning materials that are difficult to understand, and tasks that are difficult to complete.

B. Suggestion

The researcher would like to give some suggestions for the next researcher. The researcher hopes the suggestions provided are useful for:

1. The Students

Students must enhance their learning activities both inside and outside of the classroom. Furthermore, students must seek out content not only from lectures but also from the internet to gain a better knowledge of the material.

2. The Lecturers And Department

The researcher would want to recommend that lecturers be allowed to focus on teaching both online and face-to-face learning sessions. Furthermore, the department must provide suitable facilities for the execution of both online and face-to-face learning.

3. The Next Researcher

The researcher recognized that this study was far from perfect and had limitations. Because this study only included students from one level of the school, the findings should not be generalized, and future research should focus on other difficulties of learning English and the methods for overcoming those difficulties.

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APPENDIXES

Appendix I Interviews' Questions for Students

1. How is the process of online learning during the covid-19 pandemic based on your opinion?
2. Have you faced online learning difficulties during the covid-19 pandemic?
3. What are the difficulties that you face when learning online during the covid-19 pandemic?
4. When did you face the difficulties of online learning?
5. How many times did you face the difficulties of online learning?
6. When you face the difficulties of online learning, what did you feel?
7. How do you feel being an EFL learner during the covid-19 pandemic?
8. What is your opinion about the difficulties that you face when online learning?
9. What are your strategies to overcome the difficulties that you face when online learning?
10. What are the factors that caused the difficulties of online learning during the covid-19 pandemic?
11. What is the impact of online learning that is experienced by students during the covid-19 pandemic?

Appendix II Interviews' Questions for Teacher

1. To what extent do you think your students mitigate their online learning difficulties?
2. Do you think that students receive supports from other people in their family when facing online learning difficulties?

Appendix III Interviews' Transcript Transcript of Students' Interviews

1.	How is the process of online learning during the covid-19 pandemic based on your opinion?
P1	Kurang dimengerti
P2	Baik-baik saja, saya mendapatkan pengalaman belajar baru yang mirip homeschooling
P3	Pembelajaran online selama pandemi covid-19 berjalan secara efektif karena pelaksanaannya telah diatur
P4	Secara daring dengan menggunakan laptop lalu materi dijelaskan menggunakan PPT melalui google meet
P5	Sekolah menggunakan google meet dan google class, jadwalnya sudah ditentukan
P6	Kurang efektif karena kendala pada sinyal sering terjadi dan kadang gurunya kurang kedengaran ditelfon
P7	Melakukan pembelajaran daring melalui google meet dengan menyimak PPT yang dishar. Mengerjakan soal melalui google form atau classroom
P8	Tidak menyenangkan, karena tidak dapat berinteraksi langsung dengan teman
P9	Tidak efektif karena terkadang terkendala oleh jaringan
P10	Lancar-lancar saja
P11	Berjalan dengan lancar
P12	Kurang efektif karena kurang bisa menerima pembelajaran dengan baik
P13	Sedikit sulit memahami materi yang disampaikan
P14	Pembelajaran daring yang kita laksanakan di kelas 10 dan 11 semester

	awal menggunakan classroom dan google meet
P15	Secara masuk akun google classroom
P16	Melalui google meet dan classroom
P17	Ada suka dan dukanya, tidak menyenangkan karena tidak bertemu teman
P18	Lumayan lancar
P19	Prosesnya mudah, hanya dengan melalui google meet
P20	Proses pembelajaran daring membuat produktifitas belajar berkurang
P21	Meskipun lebih singkat dari periode belajarnya dibanding kan belajar offline, untuk keseluruhan cukup mengasikan dan enak. Materi yang disampaikan singkat tapi dibuat jelas. Intinya terkesan menyenangkan, nyaman, dan tetap mendidik juga.
P22	Lebih sulit dikarenakan banyaknya hal yang diperlukan
P23	Kehilangan pengalaman sosial dengan teman-teman

2.	Have you faced online learning difficulties during the covid-19 pandemic?
P1	Banyak sekali
P2	Tidak ada, justru semakin mudah
P3	Menemukan
P4	Sedikit ada kesulitan
P5	Terkadang ada kendala jaringan yang membuat saya menerima pembelajaran tidak optimal. Kadang ada suara berisik dari luar rumah
P6	Ya, sinyalnya dan memakan kuota cukup banyak
P7	Ya, sesekali
P8	Iya
P9	Menemukan

P10	Sedikit
P11	Iya, saya menemukan kesulitan dalam pembelajaran online selama pandemi covid-19
P12	Iya, kurang sekali atau sulit sekali memahami pembelajaran yang diberikan
P13	Iya, seperti susah sinyal dan sulit menerima materi yang disampaikan
P14	Mungkin sinyal yang kadang-kadang kurang stabil
P15	Iya, kurang memahami materi yang disampaikan guru
P16	Saya menemukan kesulitan
P17	Iya, saya menemukan beberapa kesulitan
P18	Kesulitan yang saya alami antara lain yaitu sering mengantuk dan kendala koneksi
P19	Kesulitannya adalah pemahaman dalam mapel kurang dan signal internet yang terkadang tiba tiba tidak bagus
P20	Iya
P21	meskipun matrynya dibuat sedarhana, singkat namun padat dan berusaha agar bisa dimengerti, masih ada beberapa aspek yang sepertinya terlewatkan atau tidak dijelaskan seperti saat pembelajaran offline. Juga beberapa kali ada hambatan masalah signal, speaker, and kamera yang mana terkadang ada yang bermasalah, tidak bisa dan lainnya. Bagi yang mempunyai signal yang tidak terlalu bagus, mungkin memerlukan waktu untuk mengirim jawaban, mendownload soal, atau menghadiri online meeting yang mana biasanya akan sulit untuk terhubung dengan koneksi dalam waktu yang lama.
P22	Iya
P23	Iya

3.	What are the difficulties that you face when learning online during the covid-19 pandemic?
P1	Kadang mic dari guru kurang terdengar, kadang saat lag guru tidak sadar sehingga terdengar tidak jelas
P2	Mungkin hanya masalah jaringan
P3	Jaringan yang tidak stabil
P4	Mulai dari jaringan ataupun tugas yang sulit dan kesulitan komunikasi dengan guru karena daring

P5	Jaringan, masalah device dan diluar rumah berisik
P6	Kurang paham materi karena tdiak dijelaskan secara langsung, sinyal sering terputus, kualitas suara kurang bagus
P7	Kesulitan ketika berdiskusi atau tugas kelompok karena tidak dapat berdiskusi langsung. Atau saat ada tugas video
P8	Sinyal internet buruk, website down
P9	Materi yang dipaparkan kurang jelas
P10	Kurangnya konsentrasi
P11	Jaringan, kurang konsentrasi, malas-malasan
P12	Jaringan dan laptop lemot
P13	Kesulitan menerima materi
P14	Mungkin materi yang kurang paham karena tidak bertemu langsung, tapi hanya di layar laptop
P15	Masalah koneksi dan kuota internet
P16	Masalah jaringan
P17	Jaringan, susah bangun, manajemen waktu
P18	Materi yang disampaikan tidak terdengar jelas karena masalah koneksi
P19	Memahami mapel tidak maksimal dan jaringan yang tidak bagus
P20	Pembelajaran daring tidak efektif sehingga materi yang dijelaskan kurang saya pahami
P21	Signal buruk, pengiriman yang terlalu lama, koneksi yang kadang terputus, pendownloadan yang terkadang sedikit lebih lama atau tidak bisa, terkadang materi yang disampaikan kurang jelas entah karena signal atau hal lain, ada juga tugas menumpuk yang harus diselesaikan sebelum kurun waktu yang sama yang mana terkadang baru bisa dikerjakan saat batas waktunya mepet setelah pembelajaran online atau ada ditengah-tengah pembelajaran online tersebut.
P22	Sinyal jelek, Lupa nge charge, low frame rate, dll
P23	Sulit bertemu teman-teman

4.	When did you face the difficulties of online learning?
P1	Setiap pembelajaran

P2	Saat lemot
P3	Saat listrik mati dan jaringan lag
P4	Saat penugasan dan gangguan jaringan
P5	Saat pembelajaran dan saat hujan yang menyebabkan jaringan terganggu
P6	Saat mengerjakan tugas dan pembelajaran
P7	Saat-saat tertentu
P8	Saat pembelajaran sedang berlangsung
P9	Pada saat guru menjelaskan dan saat mengerjakan tugas
P10	Saat memahami pembelajarand di google meet
P11	Saat google meet
P12	Pagi hari sebelum daring
P13	Saat susah sinyal
P14	Mungkin diawal-awal pembelajaran daring
P15	Saat google meet berlangsung
P16	Ketika google meet
P17	Saat hendak memulai google class, saat mengerjakan tugas, dan bangun tidur
P18	Ketika materi disampaikan
P19	Ketika pelajaran berlangsung
P20	Semester kedua
P21	Terkadang saat pembelajaran berlangsung, kadang juga saat mengerjakan tugas yang batas waktunya mepet atau akan mengirimnya. Tapi yang paling banyak adalah saat signal tidak konruen atau signal sedang tidak stabil.
P22	Ketika pembelajaran
P23	Tidak

5.	How many times did you face the difficulties of online learning?
P1	Setiap pelajaran

P2	Jarang sekali, mungkin hanya 4 kali
P3	Beberapa kali
P4	Beberapa kali, tidak sering
P5	Jarang, mungkin saat hujan
P6	Seringkali
P7	Sesekali
P8	Sering
P9	Sering
P10	Kadnag-kadang
P11	Sering
P12	Sering mungkin
P13	Mungkin lebih dari 3 kali
P14	Jarang, mungkin setelah kita beradaptasi dengan pembelajaran daring
P15	Sering
P16	3 kali
P17	Berkali-kali
P18	Seringkali saya kesulitan saat pembelajaran daring
P19	Ya, karena jaringan tiba-tiba suka menghilang
P20	Lumayan sering
P21	Untuk garis besar tidak sering, lebih tepatnya cukup bisa dibilang kadang-kadang. Biasanya hanya saat ada gangguan atau signal jelek.
P22	Koneksi wifi sering tidak stabil
P23	Tidak

6.	When you face the difficulties of online learning, what did you feel?
P1	Malas melanjutkan
P2	Tenang-tenang saja
P3	Kesal

P4	Jengkel dan kesal
P5	Bingung
P6	Bingung dan kesal
P7	Sedikit kesal
P8	Marah dan malas mengikuti daring
P9	Sedih, karena taku tidak bisa mengerjakan soal
P10	Sebel dan marah-marah
P11	Resah
P12	Berusaha untuk memperbaiki
P13	Tidak ada
P14	Kesal dan badmood
P15	Emosi dan kesal
P16	Biasa saja
P17	Jengkel, malas dll
P18	Sedikit kesal dan pasrah saja terhadap keadaan
P19	Memahami mapel sendiri dan merefresh halaman google
P20	Bingung
P21	Tentunya kesal, resah, tidak sabaran bahkan hingga pasrah jika sudah sering terjadi
P22	Malas
P23	Ketiduran

7.	How do you feel being an EFL learner during the covid-19 pandemic?
P1	Tidak paham
P2	Lumayan baik
P3	Senang
P4	Senang dan mengikuti pembelajaran dengan baik
P5	Cukup senang

P6	Kurang efektif ketika pembelajaran
P7	Senang karena menemukan hal baru dengan belajar bahasa Inggris dimana saja, seperti saat menonton Netflix, tiktok dll
P8	Biasa saja
P9	Sedih, karena susah paham
P10	Senang
P11	Bosan
P12	Susah menerima materi karena kadang jaringan lemot
P13	Tidak ada, karena sering terjadi kesulitan dalam memahami materi yang disampaikan
P14	Seru dan menantang
P15	Baik
P16	Biasa saja
P17	Karena saya lumayan sering menonton film di Netflix dan saya lumayan memahaminya, namun saya kurang mahir dalam percakapannya
P18	Saya lebih paham tentang bahasa Inggris melalui game dan youtube daripada pembelajaran daring
P19	Biasa saja, karena belajar bahasa Inggris bisa dilakukan melalui banyak media
P20	Saya merasa kurang nyaman, karena saya lebih suka belajar bahasa Inggris secara langsung
P21	Pertama menyenangkan, saya tidak pernah mengikuti pembelajaran singkat bahasa inggris seperti saat pembelajaran daring. Ini juga dapan membantu mensimpelistik rangkuman dan kuota otka dapat menyimpan atau memahami pembelajan secara singkat. Singkatnya menurut saya menarik, asik, simple, dan unik(dalam cara mencontohkan dan menjelaskannya dengan simple)
P22	Lebih banyak waktu dirumah, lebih bisa banyak nonton video di YT dan bermain game dengan bahasa Inggris
P23	Baik-baik saja

8.	What is your opinion about the difficulties that you face when online learning?
P1	Susah dimengerti

P2	Masalah yang wajar
P3	Lumayan mengganggu saya ketika ingin mendengarkan penjelasan materi atau mencari kata yang masih asing bagi saya
P4	Memang kalau belajar secara daring itu sangat tidak efektif karena ada beberapa kesulitan yang dialami
P5	Sulit fokus, karena kebetulan di sebelah rumah ada konstruksi
P6	Dibantu guru
P7	Wajar-wajar saja
P8	Mengalami kesusahan terutama saat memahami pembelajaran
P9	Daring tidak efektif
P10	Jadi tidak efektif
P11	Kurang efektif
P12	Dibantu guru
P13	Kurang efektif
P14	Tantangan
P15	Kurang mengerti kosakata Bahasa Inggris
P16	Saya menggunakan paket data daripada wifi
P17	Menurut saya, jalani saja karena kesulitan dan masalah itu akan selalu ada, kembali lagi kepada bagaimana kita menyikapinya
P18	Mencari solusi dengan berpindah ke tempat yang lebih terjangkau koneksi
P19	Jaringan yang tidak bagus membuat kami menjadi tambah kesulitan dalam memahami mapel
P20	Pembelajaran menjadi tidak efektif
P21	Mengganggu, dan cukup membuat kesulitan untuk belajar telebih lagi saat signal yang tidak bagus dan video menjadi terpotong sehingga penjelasan dan suara yang tidak jelas menjadi hambatan utama dalam pembelajaran daring. Bagi untuk waktu yang lama saat pengiriman tugas atau menerimanya tidak semempersalahkan dari signal an koneksi yang buruk.
P22	Membuat malas
P23	Jangan ada lagi

9.	What are your strategies to overcome the difficulties that you face when online learning?
P1	Bertanya kepada teman tentang materi
P2	Meminta hotspot ke orang tua
P3	Mengganti provider internet untuk mengantisipasi jaringan yang eror ketika listrik padam
P4	Sabar ketika jaringan eror, lalu ketika ada masalah tugas tanya kepada guru/teman
P5	Mendekatkan laptop ke router
P6	Bertanya kepada teman
P7	Belajar mengumpulkan mood, berusaha mencari kesenangan dengan apa yang dijalani
P8	Menggunakan device atau internet yang lebih bagus
P9	Bertanya kepada teman
P10	Berdiskusi dengan teman
P11	Bertanya kepada teman
P12	Belajar dengan nyaman
P13	Bertanya kepada teman
P14	Mencoba menyimak dengan baik, ketika tidak paham bertanya kepada teman
P15	Googling dan mengulangi kembali setelah pembelajaran
P16	Mengganti wifi
P17	Mencari jaringan yang bagus, mererefresh google meet sebelum pembelajaran, dan menyimak lebih fokus
P18	Mencari provider lain yang koneksinya lebih bagus
P19	Memahami mapel sendiri dan mererefresh halaman google
P20	Saya akan bertanya kepada guru
P21	Biasanya menunggu, tapi jika tidak maka menyegarkan laman dan mengirimkan kembali materi atau tugas yang ingin dikirimkan. Untuk signal biasanya hanya menunggu atau langsung mencari tempat yang mempunyai signal yang lebih bagus di rumah. Biasanya di lantai tinggi (lantai 2). Jika tidak hanya dengan sabar dan teliti mendengarkan dan menangkap materi apa yang bisa di rangkap

	meskipun signal dan presentasi dalam keadaan yang tidak terlalu bagus.
P22	Mendengarkan musik, nyemil, dsb
P23	Menerimanya saja, berkenalan dengan teman secara daring

10.	What are the factors that caused the difficulties of online learning during the covid-19 pandemic?
P1	Sinyal, device, dan mood
P2	Jaringan dan kurangnya persiapan
P3	Kemalasan pada diri yang muncul
P4	Jaringan, komunikasi antara siswa dan guru, dan sulitnya memahami pembelajaran
P5	Kadang jaringan dan suara berisik dari konstruksi di sebelah rumah
P6	Jaringan, tugas yang disampaikan melalui g-meet ketika jaringan down, dan tugas-tugas sulit efektif
P7	Tidak begitu lancarnya komunikasi
P8	Jaringan internet
P9	Jaringan dan rasa malas
P10	Jaringan
P11	Jaringan
P12	Terlalu asik dengan Gadget sehingga tidak mendengarkan guru
P13	Jaringan
P14	Jaringan dan materi
P15	Jaringan
P16	Jaringan, device dan listrik padam
P17	Jaringan, aplikasi eror, sering tidak paham materi yang disampaikan dan sulit mengatur waktu
P18	Sebagian besar karena masalah jaringan
P19	Jaringan yang jelek dan pembelajaran kurang efektif
P20	Lingkungan, jaringan, kebiasaan
P21	-Signal jelek, -. ketidakonsistenan waktu, -. koneksi tidak seimbang, -.

	lingkungan yang berbeda-beda, keterbatasan koneksi yang bisa ditampung atau dihubungkan baik dari koneksi murid maupun koneksi pengajar. -. Beberapa materi perlu waktu dan detail lebih banyak untuk dapat dipahami, namun disaat yang sama disisi lain materi tersebut harus memenuhi waktu pembelajaran yang lebih singkat dari biasanya dalam proses pembelajaran daring tersebut.
P22	Suasana belajar yang kurang terasa
P23	Pandemi itu sendiri

11.	What is the impact of online learning that is experienced by students during the covid-19 pandemic?
P1	Tidak memahami pembelajaran
P2	Memudahkan dan tidak lelah
P3	Saya lebih menjadi orang yang aktif
P4	Ketergantungan dengan google, mengantuk, dan bosan
P5	Pusing, bingung dan sulit memahami pembelajaran
P6	Semakin malas, terlalu sering membuka gadget, dan tidak bisa bersosialisasi dengan teman
P7	Kurangnya komunikasi dan sosial
P8	Bermain gadget saat pembelajaran, belajar tidak efektif, dan mudah mengantuk
P9	Ketergantungan dengan google
P10	Ketergantungan dengan google
P11	Ketergantungan gadget dan google
P12	Ketergantungan dengan google
P13	Siswa menjadi kurang paham materi yang disampaikan karena kurangnya jam pembelajaran
P14	Mungkin menyebabkan ketergantungan mencari jawaban di google
P15	Kurang memperhatikan pelajaran dan malas mengerjakan tugas
P16	Bisa mengerjakan tugas kapan saja
P17	Seakan siswa kecanduan gadget, malas keluar rumah, dan lebih menyepikan pembelajaran daring
P18	Menurut saya, saya lebih memilih pembelajaran offline daripada

	daring
P19	Hanya merasa tidak seperti sekolah, karena hanya pembelajaran melalui daring
P20	Saya jadi tidak terlalu paham terhadap materi
P21	Tentunya pikiran menjadi lebih ringan dan bisa beristirahat lebih karena berada di rumah. Beban juga tidak terlalu berat sehingga tidak membebani pikiran terlalu banyak. Tapi ini juga membuat saya sadar akan pentingnya ketepatan waktu dari batas waktu pengumpulan tugas yang diberikan oleh guru entah itu pada hari itu atau batasnya sampai minggu depan. Saya juga dapat merasakan konsekuensi atas ketidaktepatan waktu tersebut dari pengurangan nilai pada tugas yang telat dikumpulkan.
P22	Tidak terlalu berdampak
P23	Waktu serasa berjalan lebih cepat

Transcript of Teachers' Interviews

1. To what extent do you think your students mitigate their online learning difficulties?

Answer: Menurut saya, murid tidak mengalami kesulitan yang berarti selama belajar daring di masa pandemi. Yang pertama, karena kondisinya tidak KBM normal, materi pelajaran tidak disampaikan semuanya hanya materi yang esensial saja. Tugas yang diberikan guru juga tugas yang tidak sulit, yang sekiranya bisa dikerjakan tanpa harus keluar rumah.

2. Do you think that students receive supports from other people in their family when facing online learning difficulties?

Answer: Saya yakin murid mendapat dukungan dari keluarga. Terbukti hampir semuanya memasang jaringan indihome di rumah untuk memperlancar kegiatan belajar daring selama pandemi.

Appendix IV Researchs' Documentation
Interviews' Documentation









Appendix V Research Documents



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jalan Prof. H. Hani Kru. 2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615367
www.walisongo.ac.id

Nomor : 822/Un.10.3/D1/TA.00.01/03/2023 Semarang, 14 Maret 2023

Lamp : -

Hal : Mohon Izin Riset

a.n. : Mistahul Mimir

NIM : 1903046055

Yth.

Kepala Sekolah SMA Islam Al Azhar 16 BSB Semarang
di Semarang

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Mistahul Mimir

NIM : 1903046055

Alamat : RT 11 RW 01 Tambakaji, Kec. Ngaliyan

Judul skripsi : Learning English Difficulties Faced by EFL Learners During Covid-19
Pandemic: A Case at an Indonesian Senior High School

Pembimbing :

1. Agus Mutohar, MA, Ph.D

2.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 7-14 hari, mulai tanggal 15 Maret 2023 sampai dengan tanggal 29 Maret 2023.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.



Tembusan :

Dekan FITK UIN Walisongo Semarang (sebagai laporan)



YAYASAN AL-HIMSYA SMA ISLAM AL-AZHAR 16

Kampus E.M.TK. 321 SMP SMA Islam Al-Azhar 16/16 Ciri Semarang
Jl. R.M. Haidarhusein Saewandjaya, Mijen, Semarang
Telp. 024-7667876 E-mail: sma@alazhar16yayasan.com



SURAT KETERANGAN

No. 001/SK-G/SM/AL16/SMG/IV/1444/2023

Yang bertanda tangan di bawah ini, Kepala SMA Islam Al-Azhar 16 menerangkan bahwa

Nama	Mohamad Mami
NIM	1903046055
Alamat	RT 11 RW 1, Tambakaji, Ngaliyan, Semarang
Prodi/Jurusan/Universitas	Fakultas Ilmu Tarbiyah dan Keguruan jurusan Bahasa Inggris Kampus UIN Walisongo Semarang
Judul Skripsi	<i>Learning English Difficulties Faced by EFL Learners During Covid - 19 Pandemic : A Case at an Indonesian Senior High School</i>

nama yang tersebut di atas telah melaksanakan riset di SMA Islam Al-Azhar 16 pada tanggal 15 - 29
Maret 2023.

Demikian surat keterangan ini dibuat dengan sebenar-benarnya untuk kepentingan yang bersangkutan
dan dipergunakan sebagaimana mestinya.

Semarang, 12 April 2023

Kepala Sekolah

A. Gus. Azzahra, S.Pd., MM

CURRICULUM VITAE

Personal Data

Name : Misbahul Munir
Place of Birth : Grobogan
Date of Birth : 06th February 2000
Religion : Islam
Gender : Male
Address : Lebak, RT 06 RW 01, Grobogan, Kab. Grobogan
Email : munirmisbahul532@gmail.com

Formal Education

1. Bachelor of Degree of English Education Department,
Education and Teacher Training Faculty, Walisongo State
Islamic University Semarang
2. SMA Negeri 1 Grobogan
3. MTs Manba'ul Huda Tanggunharjo
4. SD Negeri 1 Lebak

Semarang, May 31st 2023
The Researcher



Misbahul Munir
1903046055