

**THE OBSTACLES IN ONLINE LEARNING OF ENGLISH EDUCATION STUDENTS
ACADEMIC YEAR 2017 DURING COVID-19 PANDEMIC**

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Abstract:

Covid-19 makes learning activities must be carried out online in order to break the chain of the spread of covid-19. This study aims to find out what obstacles and effects students face during their online learning using qualitative research methods. The subjects of this study were students of the 7th semester of English education study program totalling 6 people using questionnaires and interview data collection techniques. To collect research results on the questionnaire using tables and for interviews using analytical techniques. The results of the research on the questionnaire were 40% of students answered that they had problems with the network and 60% experienced problems with the lecturer's explanation. on the effect of online learning students answered that they experienced the effect that they were more lazy since joining online learning, the next effect their scores increased during online learning. This shows that during online learning they have obstacles and effects that they face during online learning and it is recommended for lecturers to pay more attention to students who have difficulty in capturing material during online learning so that they are more enthusiastic about participating in online learning.

Keywords: Learning, covid-19, online learning, obstacle, effect.

A. Introduction

Learning is a process of change that a person (child or adult) takes to a better direction continuously through action, knowledge, or experience. According to Djamarah and zain (2010) "Learning is a process of changing behaviour thanks to experience and practice. This means that the purpose of the activity is a change in behaviour, whether it is related to knowledge, skills or attitudes, even covering all aspects of the organism or person". Learning, not only remember, but student can get the experience from learning. Learning also give a results of the study, not to change a command of the drill, but the behaviour. In learning, there are two methods, namely face-to-face learning and online learning. Face to face learning is where students can learn directly face to face by the teacher, while online learning is where students learn via cellphones, laptops, without meeting directly by the teacher. However, in the current era, the whole world, including Indonesia, is experiencing a very worrying pandemic, namely Covid-19.

Covid-19 first appeared in Wuhan, China in mid-December 2019. According to Muhammad Adnan and Kainat Anwar (2020), the World Health Organization explained that COVID-19 is a global public health emergency of international nature. This

is not just an article, because This virus is increasing spreading to all corners of the world including Indonesia. Indonesia received the first covid-19 case in March 2020, out of 2 people infected with this outbreak, it is increasingly rampant and spread throughout Indonesia and pamekasan also affected. 14th November 2020 the number of covid-19 still increasing. In the data of 14th November 2020 there were an additional 5,444 case and an additional 104 patients who died, and east java is still in the second largest number of covid-19 in Indonesia. In pamekasan the number of covid-19 increased on 12 november 2020 the positive number amounted to 378 people. Covid-19 is a scourge for Indonesia society because of the disease attacks the human respiratory system including high fever, reduced sens of smell, reduced sense of taste, coughs and colds, shortness of breath, sore throat, fatigue, and red eyes. The way to prevent covid-19 is to always washyour hands, always wear a mask when travelling, use a hand sanitizer, keep your distance.

Covid-19 brings big changes to the planet and human habits, where in the past we could do activities without any obstacles or regulations, but now everything must be done according to health protocols. For example, in a shopping centre or anywhere before entering we have to check body temperature first, then use a hand sanitizer,

in public places such as bus stops or waiting seats are given distance so that passengers do not stick together. In addition, there is the most important impact during this pandemic, namely the impact in education. Causes of covid-19, the world of education are experiencing difficulties, According to Rulandari (2020) Covid-19 has prevented schools and universities from conducting face-to-face learning so that the spread of the virus does not get worse. According to UNESCO, around 1.3 billion students and college students worldwide are unable to attend school or college as usual due to the spread of COVID-19. Like it or not, schools and colleges must be temporarily closed due to this pandemic and must doing online learning.

According to Argaheni (2020) During the Covid-19 pandemic, students experienced difficulties, because they were previously accustomed to face-to-face learning. In addition to having difficulties in networking, during this pandemic, students are also faced with college assignments that they must do. Students are required to continue to carry out online learning activities and must do assignments online as well. Beside that online learning, there are many obstacles faced by student's, namely are student feels stressed, internet connection, lack of explanation from teacher. According to Barseli (2020) The learning process using online media is more tiring and boring, because they cannot interact directly with the teacher or other friends. This causing frustration for students, and if it continues it can cause stress. The researcher has concluded several obstacles from journal according to Alchamdani dkk (2020). According to this journal, there are obstacles that suitable with the researcher, namely internet connection and lack of lecture explanation. According to Rigianti (2020), "to implement online learning, an internet connection is very important so that learning goes well". The internet connection is really important, because student will join class in the application, so its need to connection of internet, and when student submit they task its need connection internet as well. Next obstacle is lack of explanation from the teacher. According to research by Dzalila, dkk (2020) students do not understand the lecturer's material because of network errors and students find it difficult to absorb the content of the material because the lecturer is not optimal in linking the material. The lecturer's explanation is very important, because it

becomes a benchmark for students to be able to get good grades, it affects or has an effect on student scores. According to Rusdianto & Elon (2021) this online learning effect has a positive impact on student scores, namely the student's value has increased because the lecturer provides facilities and the student's punctuality in running online learning. On the other hand, if the lecturer does not provide good facilities and does not explain in detail, it will have a bad impact on the student's grades.

Madura University has been conducting online learning since mid-March 2020, this was due to the unfavorable Covid-19 case in Pamekasan, so the government issued this policy. Madura University itself is a private campus located on Jalan Panglegur km 3.5, Tlanakan sub-district, Pamekasan. According to students, the COVID-19 pandemic has had a tremendous effect, because they have to do online learning and cannot gather together with friends on campus, in addition to annual, monthly, and routine activities having to be postponed due to covid-19 at Madura University. However, this is not an obstacle for students, because they can organize events by prioritizing existing health protocols.

B. Research Method

The researcher has conducted several studies on 6 semester 7 English education students. To collect the data, the researcher chose two ways, for the obstacle of online learning the researcher used the questionnaire method, while the effect of online learning the researcher used the interview method, it aims to make it easier for the researcher to get results from respondents. For the questionnaire the researcher made 7 questions related to the obstacles of online learning, where all respondents answered well, while for the effect the researcher made 3 questions for the interview. The researcher's initial plan was to conduct research on the Madura University campus, but in May it was not the right time to conduct research because campus was doing online learning, including 7th semester English students, returned to their respective hometowns, so the researcher consulted with the supervisor and finally for this questionnaire research was carried out online using the whatsapp application. In June the researcher began to conduct face-to-face interview research, because at that time all final semester students were required to do community service activities so it was an opportunity for the researcher to conduct research directly. After conducting the interview, the researcher includes documentation as evidence of the existence of the research. Previously, the researcher

would describe some of the names of the participants who took part in this study.

Table 1.1 Name of research participants

NO	NAME	GRADE
1	Kinanutul Fajariah	2017
2	Riski Arisandi	2017
3	Ahmad Huda Nuril Islam	2017
4	Rikzen Alfarosi	2017
5	Afifa	2017
6	Talullah Janna Delian Devanty	2017

C. Result of Research

The researcher using two methods to collect the data. First is the researcher using questionnaire for collect the data of the obstacles of online learning and the researcher using interview for collect the data of the effect of online learning.

a) The Result of Interview

The researcher participated in collecting the data that had been done. The researcher took the questionnaire data on 17 may in the academic year 2021-2022 via the whatsapp application. The researcher has obtained data from 6 7th semester students of English education study program. The questions for the questionnaire can be seen in appendix 3. In appendix 4 the researcher has presented a screen shot file of answers from 6 respondents. From the results of the questionnaire, the researcher has identified several obstacles faced by the 7th semester students of the English language study program and the researcher took two important points in the answers to the questionnaire. The researcher will show a table of answer points that appear most often in the questionnaire:

In the table above, the researcher found that the majority of students in the 7th semester of English education study programs answered that they had difficulties in networking and explanations from the lecturers. in that answer they feel constrained because when they undergo online learning their internet

network is sometimes unstable, besides that the availability of internet quota is also an obstacle for some respondents. Furthermore, they experienced problems in lecture explanation, they answered that they found it difficult to understand the material because they could not ask the lecturer directly, there were respondents who said that it happened because the internet network was unstable, because when they were paying attention to the lecturer's explanation suddenly it's just that their internet network has problems, and there are also some materials that they don't understand and there must be a more detailed explanation.

b) The result of Interview

In this section, the researcher describes the results of interviews about the effect of online learning. The researcher made 3 questions where the questions were as follows: 1) do you think the effect of online learning has an effect on your academic scores? Explain. 2) Does online learning have an effect on your enthusiasm for learning? Explain. 3) In your opinion, does this pandemic have an effect on activities held on campus? Of the 3 questions that have been answered by 6 English education students, all of them answered that during this online learning, 7th semester students of English education study program experienced an effect during online learning. There is the result of the interview:

1. Kinanutul Fajariyah is the first respondent. In the first question, Kinan answered that online had an effect on his enthusiasm for learning, he was more enthusiastic about participating in learning because according to him the material provided was easy to understand. the second question, kinan answered that between offline and online it had no effect on the value. The third question is that the answer is that this pandemic has had a huge impact on campus activities, because all agendas have to be postponed due to the COVID-19 pandemic.
2. Riski Arisandi is the second respondent. Riski's first question answered that this online learning made him lazy to study, because according to Riski's answer online learning was not effective because the lecturer only went to class and gave assignments without any material explanation. Riski's second question answered that during online learning the value increased, because during online learning the lecturer could not monitor student movements while taking an exam. In the third question, Riski answered that due to this pandemic, when the campus was holding an event, it had to follow a complete health protocol.

3. Ahmad Huda Nuril Islam is the third respondent. In the first question, Huda answered that online learning made him lazy to study, because according to Huda's answer, he couldn't meet his friends, that's why he was not enthusiastic about doing online learning. The second question Huda answered that his score had increased because during online learning it made it easier to access answers using Google because there was no strict supervision from the lecturer. Huda's third question answered that during this pandemic all activities had to be postponed due to the pandemic.
4. Rikzen Alfarosi is the fourth respondent. In the first question, rikzen answered that this online learning made him lazy to study because the material was difficult to understand. The second question rikzen answered that his value had increased during online learning. Rikzen's third question answered that a campus without activities is very boring and also all agendas must be postponed.
5. Afifa is the fifth respondent. In the first question, Fifi answered that online learning did not make him lazy because after doing online learning, he could do other activities. Fifi's second question answered that this online learning made him confused because the lecturer's schedule was unpredictable, and it also affected his grades. Fifi's third question answered that this pandemic forced all work programs to be postponed.
6. Talullah Janna Delian Devanty is the sixth respondent. In the first question, Luna answered that she was more enthusiastic about doing offline learning, because she could meet her friends. That made her more enthusiastic. Luna's second question answered that online learning and offline learning made no difference, and had no effect on grades, because according to Luna's answer the grades depended on how to keep going to class, taking lessons, and doing assignments, and therefore getting good grades. Luna's third question answered that the pandemic had a huge impact on campus activities, especially in the faculty that there were several work programs that had to be postponed.

D. Data Reduction

The following is a table of data reduction results about The Obstacles in Online Learning of

English Education Students Academic Year 2017 during Covid-19 Pandemic.

NO	NAME	Students Academic	The obstacle	The effect
1	Kinاناتul Fajariah	2017	network and difficult to understand the material	more enthusiasm for study, event was cancelled because of pandemic.
2	Riski Arisandi	2017	Lack of lecture explanation	More lazy to study, grade was increased, to held event must to bothered with health protocols
3	Ahmad Huda N.I	2017	Network, difficult to understand the material	More lazy to study, grade was increased, all activity was cancelled
4	Rikzen Alfarosi	2017	Internet quota, online learning make his brain unproductively	More lazy to study, his grade was increase, many agenda was delayed
5	Afifa	2017	Network, can't understand the material	Unpredictable time from schedule of the lecture it's affect for her grades. Many agenda was delayed.
6	Talullah Janna D.D	2017	Give more internet quota, better to do offline learning because more easy to understand the material	Many agenda was cancelled especially in her faculty

E. Data Display

From the data reduction above, it proves that the 7th semester students of English education study program have problems with the network and difficulties in understanding the subjects. For the effect of online learning, the researchers found different answers from among respondents, some said that online learning made them lazy to study because they could not meet with friends, some said that online learning made them more enthusiastic to take part in lecture activities. In addition, the respondents answered that the effect of online learning made their scores increase, and there were also those who said that online learning had no effect on their scores.

F. Discussion

In the results of the questionnaire research that has been attached in chapter 4, there are students experiencing problems during online learning, namely 40% network and 60% lecture explanation. The two answer points are found in the journal Alchamdani et al (2020) on page 132. The journal mentions the shortage of online learning where there are several points and what the researcher agrees with is network instability and lack of explanation from lecturers. In the next topic, the researcher got research results from interviews that some respondents answered that they had an effect on their interest in learning, it was also found in the results of research from the journal by Karina Sekar Galuh Rusdiantho and Yunus Elon on page 2579.

The journal explained that the effect of the lack of motivation is due to a lack of understanding of the material given by the lecturer and others. Similar to the results of research with respondents, they are more lazy in doing online learning, according to one respondent offline learning is more fun than online learning, because in order to understand the material well and be able to meet friends. However, there were respondents who answered that online learning made them more enthusiastic because it was easier to understand the material. The next effect on their scores, some respondents answered that their scores had increased during online learning, according to respondents they did assignments by looking for answers on the internet and lecturers would not know and would not monitor their movements, this was also stated in the journal Karina Sekar Galuh Rusdiantho in page 2580. However, there are some respondents who answered that online learning has no effect on grades, because according to these respondents, online learning and offline learning are the same, because they have to stay in class and have to do assignments on time, it will make the grades lower increase.

G. Conclusion

Covid-19 has forced students to study from home or what can be called online learning. However, there are several obstacles and effects that students must face. After going through the research process, the researcher got several points from the research results. There are two obstacles faced by students of the 7th semester of English education study programs, namely the network as much as 40% and the lecturer's explanation as much as 60%. For the effect of online learning there are two effects they

experience, namely being lazy to learn and increasing in value.

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