

## ONLINE LEARNING PROBLEMS; STUDENTS' ENGLISH LEARNING BARRIERS

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### ABSTRACT

*Policies related to online learning which were then simultaneously used as a learning system did not appear without problems. As a result, countries that are not ready with this system, of course, face many problems, especially for teaching staff and students. This study tries to explore problems that have the potential to hinder students' understanding during online learning, which means that researchers will only focus on obstacles in the learning process, both internal to students and external from teachers and parents, not technical matters such as network constraints, no quota, and other related matters. Subjects in this study were 15 junior high school students in Penan, Pejarakan, Ampenan. Qualitative research with this descriptive approach, in the process, using Observation and Interview methods as the main way to obtain data where the results of this study classify the main problems that arise into 3 parts, namely; 1) There is a delay from the subject is participating in online class activities, 2) There is a tendency not to take learning activities seriously by doing other activities such as playing games, watching TV and other activities and 3) the lack of time and the ability of companions during the learning process is good because they do not have sufficient understanding of the material or other activities or work to be undertaken.*

**Keywords:** *Online Learning & English Learning Barriers*

## Introduction

The face-to-face learning system in schools is the most dominant system implemented in most countries of the world before finally having to undergo drastic changes since the outbreak of the COVID-19 pandemic in early 2019. In order to avoid and control its spread, quick steps were taken. Many countries, including in the field of education, issue special regulations related to the implementation of teaching and learning activities. A similar reaction was also taken by the Indonesian government through the minister of education with the issuance of Circular No. 4 concerning the Implementation of Education Policies in the Emergency Period for the Spread of CoronaVirus Disease (Covid-19) where one of the points is the recommendation to study from home. Practically, then the implementation system of learning Face-to-face learning or "face to face learning" has also been massively replaced by online learning and this must be carried out at all levels of education, both elementary, middle and high schools and universities. As a result, there are at least 28 million more students at the elementary-high school level who must carry out learning from home (Arwen, 2020). Of course, this decision becomes very relevant if it is associated with efforts to survive and maintain safety amid the conditions of the virus outbreak. However, if the decision is related to the implementation of education, then this raises many questions, especially in terms of

readiness that must be carried out by many parties, especially for those on the front line as implementers and participants in the world of education, namely teaching staff and students.

This readiness certainly includes many things such as facilities and infrastructure to support activities in the form of media such as cellphones or laptops, knowledge of operating these tools, knowledge of using learning applications and other related matters. When viewed from the aspect of facilities and infrastructure, for example, the physical readiness of technology as an online class media must at least be fulfilled with the minimum requirement that all teachers and students have smartphones or laptops that can be connected to the internet evenly because logically learning will not take place if only Teachers who have these facilities or will be much more sad if the opposite. However, of course having facilities such as cellphones and laptops is not enough to take online classes because another thing needed from online classes is to have data to be able to access the network.

It doesn't stop there, another important thing from preparing for this change in the learning system is the level of teaching ability by the teacher with all teaching materials which must then be transferred to a virtual class which if it is reading material then at least it must be delivered in soft file form For teachers who are familiar with the use of media in the teaching process and with adequate facilities, of course this is not a big obstacle. However, of

course, these skills cannot be equated with teachers in regions throughout Indonesia.

What then becomes interesting is, if the teachers feel that they are not optimal and are even constrained in carrying out online teaching, then the deepening of this issue also needs to be revealed from the perspective of students and of course to parents in the Penan, Prison area.

### **Methods**

A qualitative approach is the right way if the focus of a research is to produce descriptive data in the form of speech, writing or behavior of people (Taylor, Bodgan & DeVault, 2016). A qualitative approach must be honest with the respondent / research subject and other people who are the door to help access information from the subject (key informant) but of course it does not have to be detailed because the subject / respondent will not be himself if during the research process he is aware of how far he will go. Noticed (ibid). So, the two parties who will be explained regarding the purpose of this research are the "key informants" and the subject itself.

The observation method is the first choice to support data collection in accordance with the objectives of this study. However, of course, to anticipate important things that cannot be revealed during the observation process, then the application of Semi-

structured Interview is another method that will be applied in completing the information you want to explore, especially regarding the reasons or answers to the "how" and "why" questions. The population of this study were all junior high school students in the Penan neighborhood, prison. However, regarding the consideration of time efficiency and economical cost and the homogeneity of the population is quite high, this study used a sample of 15 children.

### **Finding and Discussion**

Initial preparation to obtain data is done by collecting the subject's English lesson schedule. This is intended to make it easier for researchers to make observations when their learning process takes place. From the results of research through observation, several things during learning activities were monitored to run varied, namely good and not good. When viewed from the point of view of the subject, there is a tendency for students to be late for class by almost 15-25 minutes and few subjects are on time. Although learning activities have started, the subject seems to have not yet started learning activities. Even though there are those who are ready to hold their cellphones, it seems that they are still doing other things such as watching TV, eating, watching TV or watching YouTube. This seems to have become a habit because it seems to have been done several times and there are very few significant changes related to this indiscipline, especially

from students. Furthermore, it was also found that the efforts of external factors were also less than optimal, namely from the companion to be firm against the delay from parents such as reprimand and only reminding. This is of course even more risky when it is found that some subjects sometimes attend classes without any family guidance at all, (although not all subjects) because there are subjects who only get late mentoring and some are accompanied not until they finish. Another fact reveals that, it is good when studying with assistance, especially without being accompanied by family, learning several times while doing other things such as reading comics, eating, watching TV and even playing games. Even when students do not take the initiative to create barriers to their own learning such as doing other things, the level of distraction during learning activities is also encountered several times because sometimes students learn while being distracted from watching when they hear something that interests them or listen to music and joke with relatives, including sometimes having to serve buyers.

In terms of assistance carried out by relatives (subjects) when parents cannot provide assistance, sometimes it seems that it does not go smoothly because they have disagreements (arguing). Even the companion brother grumbles or gets annoyed at the subject at times during the learning process, although sometimes it does not become a fight, although not all experience it and cannot be generalized, this factor is then important to be one of the notes

that can be taken into consideration related to the role of the companion and other things that The interesting thing is that some subjects seem to feel comfortable holding their cellphones in the early minutes and then start doing other things in the middle and even until the end of the class.

If you purely use 1 research method, you will get a lot of interesting things from the above observations that cannot be explained the reason why this happened or was done. For example, when students study while playing games or even being late many times. Therefore, this matter needs to be explored further by conducting interviews. This interview is divided into 3 main obstacles found during the observation that is; related to delays, doing other things and not being focused, consulting lessons with parents and access to completing/doing assignments. When viewed from the subject's response to the aspect of delay, several causative factors were found, starting from getting up late because they didn't go to school, when they were already doing other things such as things they liked, sometimes forgetting the study schedule. Furthermore, it was found the fact that the subject was used to attending class late even though the teacher was on time. According to some subjects, being late is something that will not be a reason to be angry with the teacher because the teacher is good. The subject also explained that the teacher still reminded and reprimanded but never scolded so that the perception was formed that during class, it was okay to be a little late because

according to the subject's explanation, other friends, although not all, were late for online class attendance.

Furthermore, the main reason related to other activities carried out during learning activities is more likely due to the absence of supervision opportunities (physically) and the lack of direct action from the teacher so that the subject feels that his focus (doing other things) in online learning activities will not be known by the teacher. teacher so no one will scold. Similarly, parents are not angry when the subject is studying while doing other things (eating, reading comics, watching TV, etc.). In terms of process, it was found that online learning activities tend to be less varied, because most of them consist of explaining and doing assignments so that students may leave the class before the lesson is over after the teacher explains. In terms of understanding, the subject said that it was more difficult to understand when reading the explanation of the material, especially when the explanation was long and uncut, let alone having to read the material, for this the subject preferred a direct explanation. In addition, the two-way interaction that occurs between teachers and students becomes another obstacle during the learning process because this process is very time-consuming because one party has to wait for one party to finish before the other party can comment. Another thing that is the reason for not focusing on student learning activities is that they tend to feel bored because they have to study alone, not meeting teachers and friends.



Then, some findings were found in the mentoring and material consultation section to parents, namely, during the course of learning activities, sometimes there were moments where parents could not assist because of other activities or homework that had to be completed, practically they could not be consulted immediately. Even though one of the parents was quite familiar with the material, unfortunately, he could only accompany him when he came home from work and the parents who were at home didn't seem to be able to help much. So, the questions during learning activities cannot be answered directly. Subjects who ask parents about assignments sometimes don't even get a direct answer because parents tend to direct them to ask friends with higher school levels or even friends who have finished in order to get answers. This is certainly related to other findings where there is a tendency not to ask parents because parents also do not understand English lessons.

From the point of students' efforts to do assignments, some of the obstacles encountered were when asking parents. Some subjects have one parent who has a fairly good understanding of English lessons, but unfortunately cannot accompany learning activities due to work. So I can only provide assistance in completing tasks just after work. This sometimes makes it difficult for students to do direct tasks such as questions during learning activities. Other findings are still similar to the findings in the mentoring section, namely that some parents do not know how to answer the tasks

given so that some parents who do not understand direct their children to study with friends or family at the high school level, but the problem is the feeling of reluctance from subject doesn't want to ask seniors like high school students he knows. When asked about the reason for feeling reluctant, the subject answered that he was embarrassed and didn't want to because his house was far away and he was lazy and chose to postpone. Some subjects who find it difficult to work even choose not to do assignments and wait for other friends to be followed, and if they forget that there is an assignment to be done, then the subject is not done and of course in the end it is not collected.

When viewed from the parents' point of view regarding the subject's delay in attending class, efforts to reprimand and remind the subject have actually been carried out, but the subject agreed and there were delays and quite often. There are even parents who say they don't really want to be too harsh, especially because the subject never wants to learn when he is scolded and prefers to go to play. For most parents who have things to do, both at home and outside the home, of course, they cannot continue to supervise.

Another thing that was also found was related to the existence of student learning activities without assistance. Some parents feel that there are not many things that can be explained to their children because they don't really understand and don't even know English. So, the subject's parents sometimes accompany just to make sure the children attend classes. Even though they

understand a little, such as a little knowledge of English words, they still have problems related to the process of explaining to the subject. So there is a conclusion from some parents that with or without them, actually children can't be helped much in terms of understanding the material. Besides, sometimes work becomes an obstacle in accompanying the subject.

### Conclusion

The author needs to convey in advance that this research does not completely contain obstacles, meaning that during learning activities there are also subjects who undergo activities well and receive good assistance, so the results in the form of problems that arise cannot be generalized to all subjects. It's just that when viewed from the focus of this research is to find out about obstacles or obstacles to understanding the subject of online English learning activities, then it is only natural that the dominance and tendency of "problems" are raised as pressure points or focus of discussion. Common problems that arise can be classified into 3 parts, namely; 1) there is a delay from the subject in participating in online class activities, such as still watching TV, playing games and other related things when class starts. 2) There is a tendency not to take learning activities seriously with the fact that students during learning do other activities such as playing games, watching TV, listening to music and related things like the findings above, and 3) lacking the maximum time and ability of the companion during the learning process either because they do not have

sufficient understanding of the material or there are other activities or work that must be undertaken.

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