STUDENTS' BARRIER IN ENGLISH ONLINE TEACHING LEARNING PROCESS DURING COVID-19 PANDEMIC

Darmasrura, Suharni, Rika Afriyanti
Program Studi Pendidikan Bahasa Inggris STKIP PGRI Sumatera Barat
darmasruraaldian@gmail.com

ABSTRAK

Penelitian ini dilatar belakangi oleh situasi dan kondisi belajar di saat pandemi COVID-19 yang dilakukan secara online. Pembelajaran online merupakan hal yang baru dirasakan oleh siswa, karena guru dan siswa menggunakan fasilitas internet dalam penggunaan aplikasi, sehingga selama belajar online siswa bisa mengalami beberapa hambatan. Proses belajar mengajar online ini dapat dilakukan dimanapun dan kapanpun. Penelitian ini bertujuan untuk mendeskripsikan hambatan yang dihadapi oleh siswa dalam proses belajar mengajar Bahasa Inggris online selama COVID-19 pandemi khususnya siswa SMAN 8 Solok Selatan. Penelitian ini merupakan penelitian deksriptif dengan menggunakan pendekatan kuantitatif. *Total sampling* digunakan dalam pemilihan sampel penelitian yaitu seluruh siswa kelas X dan XI IPA dan IPS yang berjumlah 35 orang. Data dikumpulkan menggunakan *questionnaire* yang dibagikan kepada seluruh partisipan. Hasil dari penelitian ini menunjukkan bahwa siswa mengalami beberapa hambatan dalam proses belajar mengajar bahasa Inggris secara online yaitu; *administrative/instructor issue, social interaction, academic skills, technical skills, learner motivation, time/support for studies, cost and access to the internet and technical problem.*

Kata Kunci: *Belajar Online, Hambatan Siswa Dalam Belajar Online*

INTRODUCTION

COVID-19 is one type of virus that is currently waging all countries in the world. According to Suprihatiningrum (2020), COVID-19 pandemic is a disaster and global health crisis that has a significant impact on all aspects of social life, including education. Then, Rulandari (2020) also states that the COVID-19 pandemic also has a wide impact on the world of education, where the learning process can no longer be done face-to-face in classrooms, because there is a chance that the COVID-19 pandemic will spread. It means that COVID-19 pandemic has an impact on all aspects, but a wide

impact on education. During COVID-19 pandemic all of activities of teaching and learning are carried out online and teachers and students are connected using media. Then, impact of online learning to students during COVID-19, the students have problems in learning.

Then, Octaberlina & Muslimin (2020) state that due to the impact of COVID-19, the government requires learning to be implemented by distance learning, teachers teach from home, and face-to-face learning in schools are stopped. Students are not coming to the school and teachers work from home.

Online learning is education process that takes place over the Internet. Additionally, Arnesti & Hamid, (2015) said that online learning is learning through the internet and network-based technology to serve the reception and knowledge process. Jena, (2020a) defines online learning as a learning environment that takes place over the Internet. In other words, to help teaching learning process during online learning teachers and students use media and internet connection in teaching learning process. Then, media used by teachers should adapt to the situations and conditions of the students.

Based on the explanation above, it can be said that during COVID-19 pandemic all of activities of teaching learning process carried out online. Then, the teachers and students used internet and media to communicate virtually during learning processes. According to Destianingsih & Satria, (2020), the teachers and learners use internet to communicate virtually during learning processes. There are several tools that have been used during English online learning such as Zoom, Google Classroom, Edmodo, Google Meet, E-mail, WhatsApp. Jena, (2020a) supported in online learning the teachers and students use internet and media to communicate virtually such as E-mail, WhatsApp, Video conferencing, Instant messaging or others.

Furthermore, there are some models that can be used during online learning in the teaching and learning process. According to Hrastinski,

(2014), in online learning have two models that are commonly compared, asynchronous and synchronous. Malik et al,. (2017) note that in online learning have two models used for delivering the course content and for course-related communication and interaction namely: synchronous and asynchronous. Synchronous is related to structure and time bounded activities, which are offered through web conferencing and chatting options. Asynchronous means that there is no set time for the learning to be occurring. This part is supported by Amiti (2020), there are two models of online learning; asynchronous and synchronous online learning. The asynchronous online learning is an unsynchronized method of learning, granted that the attendance of the teacher and the students can be distinct. The synchronous method is the opposite, the attendance of a teacher and a student should be simultaneous, they should meet online on whichever platform is decided to work on, and cooperate just as they do in a classroom.

Based on the explanation above, there are several media use to connect teachers and students in the teaching learning process during online learning. Media that are often used in online learning are zoom and WhatsApp. In the current situation, WhatsApp is a learning medium that is very widely used by teachers in online learning. Thus, WhatsApp are the effective media use by teachers and students during online learning. Because the teaching and learning process are carried out online, some barriers are faced by the students.

According to Muilenburg & Berge, (2005), there are eight barriers found the most importance in online learning namely:

First, Administrative/instructor issues are barriers that administrators and instructors control, such as course materials not always being delivered on time, lack of sufficient academic advisors online, and lack of timely feedback from the instructor.

Second, Social interactions caused by a lack of interaction with peers or the instructor, such as the lack of student collaboration online,

the lack of social context cues, or their being afraid of feeling isolated in online courses.

Third, Academic skills are related to the lack of academic skills in such areas; writing, reading, or communication.

Fourth, Technical skills concerns with the lack of technical skills such as fearing new tools for online learning, lack of software skills, or their unfamiliarity with online learning technical tools.

Fifth, Learner motivation is respondents answered whether they had certain characteristics that would affect their motivation in online courses such as whether they procrastinate, choose easier aspects of an assignment to complete, or feel the online learning environment is not inherently motivating.

Next, Time and support for studies. This factor concerns the respondents' perspectives on whether a lack of time or support from family, friends, or people in the work-place causes barriers to their online learning.

Then, Cost and access to the Internet concerns with the access to the Internet is too expensive, fear the loss of privacy, confidence, or property rights, or otherwise find access to the Internet limited to the point of raising barriers to them.

The last is technical problems. This factor concerns such things as a lack of consistent plat- forms, browsers, and software, or the lack of technical assistance that causes obstacles to online learning.

In addition, Becker, Newton, & Sawang, (2013) also states that there are students barriers in online learning, as follow:

First, Internet access is one of the barriers that are quite a lot experienced by students when learning online. One of the factors is the lack of internet access availability in various regions, especially for students who are in remote areas who are still having trouble getting signals.

Second, As a result of disrupted internet access, the learning process is disrupted, so that students' understanding of the material experiences difficulties. If students

learn face-to-face, they still don't understand, especially if learning is done using an online system. Therefore, students must take independent learning initiatives and also look for other sources on the internet to increase their understanding of the material being taught.

Third, online learning process uses technology and online learning media; on the other hand, others usually use technology as a media of entertainment like Instagram, Twitter, Facebook, etc.

In addition, Wang (2013) states students' barriers to online learning such as :

First, Communication and interaction, "the communication and interaction barrier is not only acting as the most important one faced by the learners, but also exists as a markedly independent one". Some students expressed a strong desire to support the interaction elements of the students study.

Second, Courses and learning resources, it is related to the lack of interest in courses provided. For the

learning resources is related with the material and curriculum, to the fact that curriculum designers and courseware compilers have recognized the Importance of offering suitable teaching materials and courseware to adult online learners. A lot of learning resources cannot be down loaded, which hinders learners' ability to study online: when learners cannot access the Internet, they cannot study either.

Third, Learning support service, institutions support staff also have the important role in this case.

Next, External support and economic burdens, one important reason for this might be that the direct costs to learners of online learning are higher than the direct costs of face-to-face learning, and this is reflected in the charges that these learners faced.

Then, Computer and network operation skills, using internet to learn, students are required to be smart and effectively in online learning platform. Many students have a lack of computer and network operational skill.

The last, Conditions for

accessing the Internet, Students feel the lack of knowledge and understanding of teachers towards student learning styles in online is different at face-to-face.

In conclusion, during online teaching and learning process there are some barriers experienced by students, so that made students lack of experiences of the studied and cannot follow online learning well. However, in this research the researcher just review on the theory by (Muilenburg & Berge, 2014) namely: Administrative/instructor issues, social interaction, academic skills, technical skills, learner motivation, time support for studies, Cost and access to the Internet, and technical problems.

RESEARCH METHOD

This study was a descriptive research; it described Students' Barrier in English Online Teaching Learning Process during COVID-19 Pandemic at SMAN 8 Solok Selatan. According to Atmowardoyo, (2018), descriptive research covers some subtypes of research methods such as survey, correlation study, quantitative study, or content analysis. The approach which used by the researcher is quantitative. Aliaga, and Gunderson (2002) cited in (Apuke O. D., 2017), describes quantitative research methods as the explaining of an issue or phenomenon through gathering data in numerical form and analyzing with the aid of mathematical methods; in particular statistics. It can be said that in using descriptive research and quantitative approach considered as the appropriate way to answer the research questions in this research.

The sampling technique used in this study was *total sampling*. Total sampling is a sampling technique where all members of the population are sampled (Sugiyono, 2018: 140). In this study, all students in class X, XI IPA and IPS SMA N 8 Solok Selatan were taken as the sample as much as 35 students who have learn English.

The instrument used in this study was a questionnaire. The questionnaire is a tool to communicate with someone by giving

list of questions to get the information about certain thing. Gay L. R, (2012:388), state that a questionnaire is a written collection of self-report questions to be answered by a selected group of research participants. It means that, in using questionnaire the researcher made some statements and it was answered by all respondents. Then, the researcher gave the questionnaire to the respondent in the same time. It is effective due to the respondents and the researcher never communication directly. The statements offered information about barriers in English Online Teaching Learning Process During COVID-19 Pandemic by using Google form.

FINDING AND DISCUSSION

The purpose of this study is to find out students' barrier in English online learning. Then, questionnaire used as instrument in order to reach the real finding of students' barriers in online learning.

The researcher presented the data that have been collected through questionnaire from students at SMA

N 8 Solok Selatan. The researcher described the students' barrier in English online teaching learning process. There were some steps of data analysis: First, Organize the data, the researcher collected all the information obtained and gave the questionnaire and compiled all the data obtained from the result of the questionnaire. Second, Transcribe the data, the researcher collected and wrote the data from questionnaire into text. Third, Analysis the data, the researcher reads and analyze the data based on students responses in each indicator of questionnaire, until the researcher understands the data obtained through the questionnaire. Fourth, Description, the researcher described the result of questionnaire about students' barrier in English teaching learning process during online learning. The last, Interpreting, the researcher meanings phenomena based on personal views of the result of questionnaire and compared with previous research.

Based on the data analysis, the result of this study about students' barrier in online learning it can be

showed from the result of questionnaire. In this study found that there are eight barriers that students got in English online learning, namely: administrative/instructor issue, social interaction, academic skills, technical skills, learner motivation, time/support for studies, cost and access to the internet and technical problem.

This study found that 36% of students have barrier in Administrative/instructor issue during online learning, but 64% of students did not felt it. It can be said that in Administrative/instructor issue is no much barrier felt by students during online learning.

Then, 59.05% of students during online learning lack of social interaction. Social interaction is the main thing needed in online learning, because during online learning the teachers and students connected by using media. So, the teachers and students must have a good social interaction during online learning.

The students who felt barrier in academic skills were 30.72%. It can be said that academic skills is not

barrier for students. Because, the students felt that although the learning process was carried out online, they still follow the online learning. Then, they must follow all of instruction given by teachers.

In other barriers from 35 students 38% of students felt barrier in technical skills during online learning. It caused by the lack of students skills in using computer or other media in online learning. In technical skills the students perceived barrier when using computer for online learning.

In online learning the students need support for studies, but in this study found that 56% of students felt barrier in time/support for studies during online learning. Support for studies in online learning very important for students because during online learning the students study at home. Thus, the parents must monitor and support students during online learning.

The most important in online learning is internet access, this study found that 55.3% of students perceived barrier in cost and access to

the Internet. Internet access is important thing in online learning, because if the signal is bad at students' areas, they cannot use online learning platform. Then, the students who live poor internet areas, to follow for online learning they have to go to hilly areas to got good internet access.

The last barrier faced by students in online learning is technical problem. The students who felt barrier in technical problem during online learning were 60%. The

students who did not have adequate cellphone it also affect them to follow online learning. Then, during online learning if the students got a barrier they did not ask for help from friends or other people, thus it made them experience barrier in online learning.

Based on the result of this study and answer the research question " What are students' barriers in English online teaching learning process during COVID-19 pandemic?", it was found that eight barrier in

Table 1. Percentage of each barriers faced by students

Barrier	Most severe barrier	Least severe barrier
Technical Problem	60%	40%
Social Interaction	59,05%	40,95%
Time/support for studies	56%	44%
Cost and access to the Internet	55,3%	44,7%
Learner Motivation	52,4%	47,6%
Technical skills	38%	62%
Administrative/instructor issue	36%	64%
Academic skills	30,72%	69,28%

online learning. On the other hand, the students faced their own barrier and the students felt barrier in each indicator The result makes sense because during online learning the students study at home and the

students can got many barriers to follow online learning. In line with (Wang, 2013), during online learning, barriers faced by students are seven types namely; communication and interaction;

teaching and courses; learning resources; learning support for service; external support and economic burdens; computer and network operation skills; and conditions of accessing the Internet.

CONCLUSION

There are eight aspect barriers that students got in English online teaching learning process during COVID-19 pandemic at SMA N 8 Solok Selatan. There were the students faced barrier administrative/instructor issue, social interaction, academic skills, technical skills, learner motivation, time/support for studies, cost and access to the Internet and technical problem. Then, from the eight barriers, technical problem is the common barrier faced by students during online learning.

Then, it is suggested to the school, teachers, and students. For schools, it is necessary to hold socialization related to online learning in the teaching and learning process, make rules for students come to the school to take assignment and do at home, provide the special place for online learning or provide wifi so that students are easier to join in online teaching learning process. For the teachers, the teachers can give more time or additional time for students to understanding the material, doing the task, and submit the task, because sometime the lack of internet access give influence for student when the students upload the task in online learning. For students, when the teachers explained about the learning material the students should listen carefully, so the students did not trouble in doing the tasks more through in online learning.

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