

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter , the writer describes about the result of research on the field collected by some technique of data collection, such as observation, interview, and documentary. The writer performed the research in National Tourism Academi Banjarmasin The writer met with the lecture to do interviewed and took documentaries fill the data. By using observation, interview, and documentary the writer answered the statements of the problems.

1. Teaching strategies and learning English for tourims at National Tourism Academi Banjarmasin

The implementation of English for tourism at National Tourism Academi Banjarmasin , there are Carrier development unit, English for hotel , English to introduction, English for Profession, Speaking I, Speaking II, Speaking III and Pre-speaking. National Tourism Academi only focuses on Speaking skills. The researcher did observation in speaking skill of Tourism and Hospitality majors.

The detail observation process which has done can be seen from the teaching strategies and learning process in the below diagram:

Table 4.1					
Result of Classroom Observation (First Meeting)					
No	Teaching Activity	Media	Material	Technique	Evaluation
1	Opening	Zoom	Expressing Obligatory	Greeting and check the student	Exercise
2	Preparing the class			Preparing the material	
3	Explaining the lesson			Lecturing	
4	Praising and giving warning				
5	Clarification			Asking the student to speak then the lecture clarify	
6	Asking question	Google Classroom		Give their exercise	
7	Ice breaking				
8	Closing				

Figure 4.1. The Implementation of Teaching Public Speaking for Flight Attendant at Lembaga Penelitian dan Pelatihan Keterampilan (*LPPK*) Lareca Aviation Banjarmasin (Azkiya, 2017)

On 28th November 2020 the lecture talked about “Expressing Obligatory”. The lecture opened the class by greeting and checked the attendance of students, then prepared the material.

The teacher explained the material and He makes an example sentence how used to “Must” and “Have to” in sentence. After the lecture explain his material, he asked the student to make an example expressing obligatory in one sentence and the student readed their result

and discuss with their teacher. If they were wrong in pronouncing, the lecture repeat until they could say in the correct one.

To make sure the students understand the material, the lecture give a lesson to the student through Google classroom. There are five questions : 1). Apa perbedaan “Must” dan “have to”? 2). Ketika menggunakan ungkapan kewajiban/keharusan dalam bahasa inggris biasanya menggunakan? (Modals/ To be/ Main Verb). 3). Berikut adalah contoh modals untuk expressing obligatory, kecuali? (Have to/Are/Must). 4). Susi talk to her father before she leaves. (Is/Have to/Must). 5).

We___ stop at red traffic light. (Are/Have to/Must). After that, the student discussed with the lecture about their a result and one by one the student readed to know which a correct sentence in used “Must and Have to”.

Before the class ended, the lecture asked the students makes a sentence with their friend to make sure the student understand his material and discuss together. And the closing lesson, the lecture explain again about his the material and conclude the material.

No	Teaching Activity	Media	Material	Technique	Evaluation
1	Opening	Zoom	Picture of health	Greeting and check the student	Exercise
2	Preparing		(this	Prepare	

	the class		material the lecturer show a picture it is a Doctor)	material and looking the picture from different perspective (brainstorming)	
3	Explaining the lesson				
4	Praising and Giving				
5	Clarification			Ask the student to speak then the lecture clarify	
6	Asking question			Give a question for group	
7	Ice Breaking				
8	Closing			Ask the students to conclude the lesson	

Figure 4.2. The Implementation of Teaching Public Speaking for Flight Attendant at Lembaga Penelitian dan Pelatihan Keterampilan (*LPPK*) Lareca Aviation Banjarmasin (Azkiya, 2017)

The second observation on 30th November 2020. The material is about “Picture of Health ”. Like activities before, the lecture opened the class by greeting and check the students.

Before start the lesson, the lecture used brainstorming to explain the students background of the material they would learn. The teacher asked the students to see a picture and asked the students make a sentence what they saw from the picture. After that, the lecture asked the student to guess what would they learn and the respond student they

would learn about “job” because they saw picture is a doctor. And the lecture said that we would learn about “Healthy”.

The lecture explained his the material about the Healthy. And the lecture makes an example sentence to make sure the student with his material . this is an exampale sentence from the lecture “I am healthy because every Saturday I am swimming”. And then the lecture asked the student to make a sentence about healthy with their friends and students read their a result and the lecture corrceted their prounoun if their were wrong pronouncing. After the student readed their a result, the lecture give their an assignment, before the lecture give their assignment the lecture asked the student to make a group. One group there are four or five people and after the student makes a group, the lecture explain about their assignment. The student have to answer “True or False”, choose one of them and the question related to about “Healthy”. There are six question :

1. Doctors have worn white coats for over 300 years. (T/F)
2. Doctors started wearing white coats to make themselves seem more scientific. (T/F)
3. Surgeons do not wear white coats. (T/F)
4. In UK hospitals, doctors have stopped wearing white coats and now wear dark blue or green short sleeved uniforms. (T/F)
5. The white coat is a symbol of power. (T/F)
6. The white coat makes people feel less scared about being in hospital. (T/F).

After they did their assignment, the lecture will do discussion with their result. The discussion begins by asking student to answer the question and giving a reason why they chosen answer it. There is one student to answer the question and giving a reason. However, the student gave a reason using in Bahasa. Because, the student found it difficult in speaking English. One by one the student read their a result if they were wrong in pronouncing the lecture repeat until they could say in the correct one.

Before class ended, the lecture explained again about “Healthy” and asked the student some questions related to the material. And the class ended the lecture asked the student to make conclusion and reviewing the lesson.

No	Teaching Activity	Media	Material	Technique	Evaluation
1	Opening	Zoom	Hobby and intrest	Greeting and check the student	Exercise
2	Preparing the class		(this material about How to answer hobbies and interests question in an English	Preparing the material and brainstorming the topic through video	

			Interview		
3	Explaining the lesson			-Discussing the video -Asking the students about the material - Asking the students to make their own answer	
4	Praising and Giving				
5	Clarification			Ask the student to speak then the lecture clarify	
6	Asking question			Give a question for group	
7	Ice Breaking				
8	Closing			Ask the students to conclude the lesson	

Figure 4.3. The Implementation of Teaching Public Speaking for Flight Attendant at Lembaga Penelitian dan Pelatihan Keterampilan (*LPPK*) Lareca Aviation Banjarmasin (Azkiya, 2017)

The third observation on 10th December 2020. In this meeting the lecture reviewed the video sent through a google classroom last week and discussing the video with the student. The lecture asked the student about their hobby and explain what an interesting from their hobby. Some student explain their hobbies very well in English and some student also lack confidence in conveying their hobbies in English, they find it difficult to pronounce vocabulary. The lecture always corrected their pronounce if their were wrong pronouncing. After discussed, the lecture

explain a new topic it is “How to answer in English interview?”. In this topic about interview question from HRD and how to answer the question well. This topic relate to the first material, because this topic will to answer the question from HRD about their hobbies, strenghtness and weakness. And then the lecture tell them about one of wrong in answer question from HRD and A brillian sample answer of interview question. The lecture asked the student makes a sentence about their strenghtness and weakness if their got a question from HRD. The lecture give five minutes to make the sentence. After five minutes, the lecture asked the student to explain their strenghtness and weakness. One by one the student explain their a result, one of the student still feels difficult in speaking English. But, the lecture always support and give motivation to him.

Before the class ended, the lecture explain again the material and asked the student some question related to the material. The class ended the lecture make a conclusion and reviewing the lesson.

No	Teaching Activity	Media	Material	Technique	Evaluation
1	Opening	Zoom	Nominal Sentence (To be) (this material about differencing nominal and verbal	Greeting and check the student	Exercise
2	Preparing the class			Preparing the material and reviewing the previous lesson	

3	Explaining the lesson			-Delivering the lesson -Asking the students to make a nominal sentence - Asking the students to pronounce the sentence	
4	Praising and Giving				
5	Clarification			Checking student's answer and then the lecture clarify	
6	Asking question			Give a question	
7	Ice Breaking				
8	Closing			Reviewing the lesson and giving feedback	

Figure 4.4. The Implementation of Teaching Public Speaking for Flight Attendant at Lembaga Penelitian dan Pelatihan Keterampilan (*LPPK*) Lareca Aviation Banjarmasin (Azkiya, 2017)

The fourth observation on Saturday, December 19th 2020. The material is about “Nominal Sentence”. The lecture began with greeting and checked the student and preparing the material. This material students are able to know the differences between nominal and verbal sentence.

Before the lecture explain his material, the lecture reviewing the previous lesson and related to his new material. The lecture asked the student “Did you know nominal sentence?”. Some student didn't know

nominal sentence. The lecture explain Nominal sentence is “To be” it is Am/Are/Is and Verbal sentence is a p redicate. For example “I am a student”. The lecture asked the student “Do you understand?”. After the lecture explain it, the lecture explain how to use to be and function of pronoun. To make sure the student understand with his material, the lecture give their some question which one of the between this sentence, is to it Nominnal or Verbal sentence?. The student respond the first question “it is Nominal Sentence, because there is no to be even though the nominal sentence using to be”. Based on the respond student, the student still didn’t understand about the material and then teacher explain again his materal to make the student understand with his material. Furthermore, the lecture explain about pronoun and to be , so that students easily understand with the Nominal and Verbal sentence.

Before the class ended, the lecture give an evaluation to know understanding student with his material, that is an exercise. The lecture asked the student to make a sentence with this vocabulary “Garden, Lawyer, Minister, leader. In three minutes, the student to do exercise from the lecture. After three minutes, the lecture disscuss with the student about their result. One by one the student read a result. The first responded “They are gardeners, because it is a nominal sentence and using to be.” The second responded “ He is an indonesian foreign minister” the third responded “you are minister”. The fourth resonded “ Her mother is a

lawyer”. So, All the responded answered correctly. Based on their answer, the student already understand with the material.

The class ended the lecture make a conclusion and asked the student about his material. after that, the lecture closing the meeting and praying together.

After observation in the class, on December 23rd 2020 . the writer conducted interview with the lecture by using interview guidelines. So, that the data here can be completed. Before asking the statement problem, the writer asked general questions to the lecture Mr. R.I.S.

For further information about technique, methode and media in teaching and learing English for tourism of Hospitality and Tourism majors at National Tourism Academi Banjarmasin. It is known from description below:

1). The technique in teaching English fo Tourism

The lecture knew teaching technique from teachers training, so by his knowledge he used some techniques to teach. Before covid-19 pandemic the technique of teaching there are, brainstorming, role-play, dialogue & describing picture.. The lecture said that one of the purpose of in teaching English is to make the student more active in the class, even thought it is speaking course or another course. And this technique also to

make sure the student understanding with the material. In pandemic situation not all the technique can be implemented, because the learning through zoom application and goolge classroom. So , the only technique used are the Brainstorming, lecturing and role play (conditional). The technique used in teaching speaking skill as followed :

a. Brainstorming,

Brainstorming, each student must provide an idea, thoughts or new idea. Based on the material raised by lecture and then the student expresses an opinion or comment. If topic “ Picture of Health (doctor)” the lecture explained the picture and the lecture asked the student to answer and then the students guessing what they would learn. Some student said “ we will learn about The Job” and the teacher said “No, Less precise” and then the teacher tell them, that they will learn about “ Healthy”. After they know what would they learn, the teacher explain about “Healthy” and then lectureasked the student make a group for answer some quuestion from the lecture . this exercise related to the material and the student have to choose True or False based on their understanding.

b. Lecturing

Lecturing, In this pandemic situation , the lecture used to the lecturing technique than another technique. This technique the lecture just explain the material and sometime the lecture asked the student to

do role play. If the topic “ Expressing Obligatory”. This topic how to used Have to and Must. The lecture asked the student make a conversation sentence, it is related to the topic. After that, the student read the conversation with their friend. If they were wrong in pronouncing, the lecture repeat until they could say in the correct one.

c. Role play

Role play, each student has the character the lecture asked the student to do a role play. The student acts as a Human Resources Development and another student as a job seeker. They act based on the topic by the lecture. If the topic is “ Hobby & Interest”, this topic How to answer in English interview. The students have to act like a HRD and job seeker. At first, the HRD (student act) asking to the job seeker “what’s your hobby?. What ‘s your strenghtness and weakness? , what’s interestin g about you?. And the job seeker answer the question from the HRD, sometimes the lecture correctly their pronouncing if their wrong. After they did role play, the lecture give their an advice to answer the question from HRD. It’s a brillian sample answer of interview working, it will help them when they are interviewing a job.

2) The Media of learning English for Tourism

To support teaching and learning process the lecturer have to use the media. With the media will the student more enthusiastic to follow the lesson, and also by by media teaching and learning process will facilitate

lecture to teach , because media can make the students easy and fast to understand the lesson.

From the interviewed with the lecturer, the writer knows the media that is used in teaching speaking skill of English for Tourism.They areLCD and Laptop.

In National Tourism Academi the lecture used LCD and laptop to show the material. In the use of LCD, the lecture showed and explained the material in context and image. The weakness using LCD sometime the LCD does not work, so the anticipation is using hardcopy the material.

Based on the data interview w the lecturer , in this pandemic Covid-19 situation, the Directur of Akademik Pariwisata Nasional asked the lecturer to use Zoom application and Google classroom. One meeting the lecture used to zoom application and the next meeting used to google classroom (once a week).

2. The Materials Used in Teaching and Learning English for Tourism

The lecture said that for teaching in Tourism and Hospitality majors every lecture makes their own learning material and it is not based on syllabus, the lecture only depends on their RPS (*Rencana Pembelajaran Semester*).Because, academic directors only asked the

lecture use to RPS. So, For the material based on RPS not syllabus and adjust it the student needs.

In teaching speaking skill, the lecture make the material based on his RPS and the material taken from Internet and another reference books. The lecture said in teaching speaking skill the material taught only General English, does not adjust their majors. Because, this speaking course is only additional course, not a main course. with the aim that they are confident in speaking English. There are many topics in teaching speaking skills such as :

1. Expression Obligatory
2. Picture of Health (Macmillan Publishers Ltd 2017, One Stop English)
3. Hobby and Interest
4. Nominal Sentence

One topic can be completed in one meeting, Each meeting is 1 hour (60 minutes) and the material also show in power point and the students have to join in ZOOM application.

3. The student difficulties in learning English

In this part the researcher explain the perception of student difficulties in learning English. Based on the table of 4.2 (Second meeting) and 4.3 (third meeting) there were students were still difficulty

in learning English and still lacked confidence in speaking English. When the lecture asked the student to speak in English, the student said “ *Saya tidak bisa, saya menggunakan Bahasa Indonesia aja ya pak*” and the lecture keep asking the students learn to speak in English. However, students will speak Indonesia. In this case, that the student still lack confidence, and difficulty in pronouncing vocabular.

About the student perception of difficulties in learning English, the researcher describe it by analyzing student perception thorough a questionnaire for the thirty four students, But, the researcher just get on twenty one responses.

The firstly, from the twenty one responses, the researcher found that there are twenty responses who likes English and their perception that English is very important, because in this modern era English is very needed and also by mastering English theycan communicate with tourists from another countries and if us can speaking English looks more confident. One of responded he said “ *Tidak terlalu menyukai bah asa Inggris*” and his perception that is “ *saya sangat sulit dalam memahami bahasa inggris,dan juga dalam mengucapkan kosakata. Apalagi memahami tata bahasa inggris, itu yang membuat saya merasa sulit dalam memahami bahasa inggris*”. Secondly, from the twenty one responses, their perception is that learning English in our department is very important. Moreover, our majors are related to the tourism industry

and to become one of the tourguide requirements is mastering English. The use of English in the tourism make it easy for us to communication with the tourism actors and tourists who come from all the world. Another students from hospitality department their perceptions is learning English in our department is also very important. Because, the guests who come to the hotel from all the world. However, from the twenty one responses, their perceptions in learning Englis are lack of self confidence in speaking English. Pronounce vocabulary, arrange word to sentence and understanding the meaning of sentece. Next, from the twenty-one responses, they overcoming difficulties in learning English by practice more to increas self-confidence, reading articles, dictionaries, watching movie without subtitles , learning on youtube, listen to music, singing, training, and practicing in daily activities.

The way they implemented English is to talk to lecturers or friends when they meet and chat via whatsapp. Other respondents also said that they implementing it when at home with family and friends by using flashcard media because it can help to improve they English skills. So, the way to improving English skill by add vocabulary everyday at least five words , reading article, watching movies without subtitle, watching tutorials on youtube, and often communicating with people who can speak English. Furthermore, the material used in speaking course was in accordance with their needs. Because, in the speaking course teacher taught how to speak English well as a tour guide. As for the respons from

other students that the material sometimes doesn't match what is being taught. Nevertheless, they still need high enthusiasm for students so that all of them are passionate about learning and also they really need a method that makes them understand easily and fun by the teacher. The other respondents needed related materials with tour and tourism guides with appropriate vocabulary and practice hours for communicating in English.

B. Discussion

The data that have been collected from observation, interview and documentary are presented and described in findings. Then the data is analyzed and reported systematically based on the statement of problems that are about the Implementation, Material, technique, and media used in teaching English for tourism at National Tourism Academi Banjarmasin. For further description, it is known from the analysis below.

1. Teaching strategies and learning English for tourism at National Tourism Academi Banjarmasin

Based on the data presented above, which is gained through observation, interview, document, and questionnaire, most of them generally explain about the teaching strategies and learning English for tourism at National Tourism Academi Banjarmasin. In National Tourism Academi Banjarmasin learning English for Tourism,

there are Carrier Development Unit, English for Hotel, English for Profession , Speaking I, Speaking II, Speaking III and Pre-speaking.

In finding focus on Speaking course, in learning speaking skill, based on the interviewed with the lecture, the main course of teaching English for tourism are CDU (Carrier Development Unit) English for Hotel, and English for Profession. In speaking course just an basic course. Because, this course only to make the student more confidence. In teaching speaking skill, based on curriculum 2013. But, the lecture did not useo syllabuss, in other terms, the lecture using RPS (*Rencana Pembelejaran Semester*).

1) The technique of teaching and learning English for Tourism

In teaching and learning process speaking skills at National Tourism Academi Banjarmasin the lecture told that there are two techniques of teaching English for tourism during this pandemic. The first technique is Role play, this technique is the student will do activities communication in the front of the class. This activity differ with drama, and the duration is very short. The lecture only gives short scenario and the students are free to modify or improve the situation and character. However, with the Covid-19 pandemic situation. The role play can do through virtual zoom application.

According to Dananjaya (2013) role play is an activity in learning process which the students should not worry, because in this role play activity, the real situation of live will be created This activity differ with drama. The teacher only gives short scenario and the students feel free to modify or improve the situation and character. (Rahayu, 2015)

Role play can improve learners' speaking skills in any situation, and helps learners to interact. As for the shy learners, role play helps by providing mask, where learners with difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to be better (Rahayu, 2015).

From those explanation above, the researcher views that role play is a strategy which involves fantasy or imagination to be someone else. In specific situation for a while, improvising dialogue and creating a real world in scenario. It aims at the students to encourage thinking and creativity, lets student develop and practice new language and behavioral skills. In another technique the teacher told used to brainstorming. Brainstorming is basically a technique to provoke and encourage creative thinking based on a general idea (Weichbroth, 2016) .Based on the theory above this technique is an activity from the teacher to make the student to must provide idea, thoughts or new idea.

Lecturing, the lecture told this method applied more frequently in the covid-19 pandemic situation. Because, the learning system is online

and the media used are zoom and google classroom. Lecturing method is the oldest method of teaching. It is based on the philosophy of idealism. This method refers to the explanation of the topic to the students. The teacher clarifies the content matter to the students by using gestures, simple devices, by changing voice, change in position and facial expressions. The teachers more active and the student are passive but the teacher also asks questions to keep the student attentive (Meenu Sharma,2015) .

From the state above, the lecturing method is a way of presenting or conveying information orally by teacher to the students, which is the teacher explain the learning material to be taught to the student.

2). Media in teaching and learning English for tourism

Media in teaching and learning process in National Tourism Academi, before pandemic covid-19 situation, the lecture using LCD and laptop as a media in teaching and learning English process. Media is one of the important thing in teaching. Using media can also help the explain material in the class, because the students can easily to catch the lesson than the teacher without using media. Smaldino, 2008:21(in Arenarita Peni Andaryati 's journal) he stated that; Learning media is a tool communication and information source bring a special message to learning objectives.

From the theory above, the researcher knew that the purpose of media as a tool to facilitate communication and learning. In pandemic covid-19 situation, the process learning in Academi Tourism Academiis online distance learning and the media used by lectures Zoom meeting and Google classroom as a media online . Zoom meeting is a video communication application with an easy and reliable cloud platform for video and audio conferencing, collaburation, chat and webinars across mobile, dekstop, telephone, and room system. Using this zoom meeting as a medium, the lecture said, one meeting we are using this zoom and next meeting using google classroom to teach the material, using zoom meeting the lecture can face to face with the student and give their some an assignment and using Google classroomhe lecture only send some material and for student responses only through their assignment .

Using this zoom meeting and google classroom as a media in learning the lecture told that there is an impact using this zoom meeting during the online distance learning. The first impact, sometimes the connection internet is unstable it will be an impact in learning process. The second impact is not all methods are implemented, only a few methods can be implemented. The third impact is there was decrease in the level of student understanding in this online distance learning during Covid-19 situation. In this case, according to Niken Bayu Argaheni in her journal (*Sistematik Review : Dampak Perkuliahan Daring Saat Pandemi Covid-19 Terhadap Mahasiswa Indonesia*) (2020). She state; online learning has

several impacts on students, namely (1) Online learning still confuses student, (2) students become passive , less creative and productive, (3) accumulation of information / concepts on student is less useful, (4) students experience stress, (5) increasing students' language literacy skills.

Based on the states above, the researcher knew that the level of student understanding has decreased in learning during covid-19 pandemic situation. Because, Online learning indeed requires adaptation and effort in can run well. Other that it takes effort to understand the material which is usually conveyed orally be written and video or live streaming. But, there are several complaints are felt by students where as a result of getting bored monotonous learning methods.

2. The Material Used in Teaching Speaking skill English for tourism at National Tourism Academi Banjarmasin

As it has been explained in the finding, in teaching and learning speaking skill, the lecturer used the materials which is not based on syllabus and it's not in accordance with the tourism. The material used by the lecture is General English material. In teaching speaking skill, the lecture take the material from internet, Sekolah Tinggi Pariwisata, and another school it can be applied at campus. And also, the lecture take the material from another references books.

The lecture said, for the material used in learning English for tourism is the material focus on the tourism. But, with the certain course such as English for Profession. This course focussed on tourism. However, the different from speaking course. The using of material is General English it's not based on the tourism.

In teaching Speaking skill, According to Masoumpanah & Tahririan (2013) states the student of the Tourism and Hotel management have to fluent in speaking, listening, reading, and writing. However, speaking skills are highly needed in tourism industry because in the workplace, the students will do communication activities such as giving direction, requesting and giving tourist information, giving information about hotel facilities, meals times, etc. (Khoirunnisa, Suparno, & Supriyadi, 2018)

In this case, based on the finding this theory in teaching speaking skill in contrast with the researcher's finding at Akademi Pariwisata Nasional Banjarmasin. Because, the lecture only teaching the material of Speaking skill is General English. Ulfa state that the material of teaching English for tourism focus on particular job or industry. Example, include English for the hotel reception course, where students learn the necessary language to carry out the various daily tasks, which comprise their job (Ulfa, 2015).

In summary, the material of teaching speaking skill for tourism must focus on the particular job or industry. An example, teaching English for tourism, where the student to be a tourguide and learn about culture, giving information, meal times, etc.

3. Student difficulties in learning English

Based on the result of questionnaire above the writer found the student difficulties in learning English. There are lack of confidence in speaking English, understand of the meaning sentence and grammar. To complete of the collecting data the researcher do interview with five students about their perception in difficulties learning English.

Talking about student perception in difficulties learning English, based on the result of interview with five students , every respondent has the same difficulty. They difficulty in making sentence based on grammar. They said that grammar is very difficulty and has a lots of rules to make perfect sentence based on grammar. Some respondent said “ I can speak English, sometimes I get confused when arranging words and and sentence relate to grammar”. Not only that , the student usually face the other difficulties such as when making sentence or paragraph relate to the tense. Based on the respons from student, the student have difficulties in grammar many things. According to Richards (1974:124) in journal (Ameliani, 2019) differentiates three sources of competence errors :

1. Interference errors occurs as a result of the use of element from one language while speaking another. The errors that caused by another tongue or it is called interlangua. Example : *The pencil yellow it should be The yellow pencil.*
2. Intralingual errors reflect the general characteristics of the rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply.
3. Development errors occur when the learner attempts to build up hypothesis about the target languages on basis of limited experience.

From the explanation above, the student get difficulties in understanding and applying grammar of English. Sometimes, they make the student sentence using Indonesian form.

In another difficulties, the students feel lack of confidence when the student speaks in English. The respondenst said that when we speak in English in the front of the class, we feel nervous, feel lack of confidence. Because, our grammar is so bad. In this case, according to Anthony (1992) suggest the characteristics of people who lack of confidence , so that those of you who have the characteristics can change at least one or two points to be more confidentm, namely : 1) Tend to feel insecure. 2) Not free. 3). Doubt. 4). Wasting time in making decisions. 5). Feelings of inferiority. 6). Less intelligent. 7). Tend to blame the enviroentment as the cause when facing a problem.

Based on the theory above, lack of confidence is a problem for individuals, especially those who are students or those who work. Does not have to appear well but being able to socialize and also work with the team requires a high base of confidence. Not only the student difficulties, the student feel different when learning online and offline. The respondent said online learning in this pandemic situation is a lack of concentration and decreased levels of understanding when the lecture presented the material. In another respons “ *selama belajar online di masa pandemi nih gin ka ai kada konsentrasi nya haja yang terganggu. Tapi, dari dosen jua agak kurang mengawasi misalnya ada yang kada kami pahami, berbeda saat offline ka ai, apa yang kada kami pahami bapaknya tuh kawa mengakses dan mengawasi kami*”. In this case, student experience bournout in learning online in this pandemic situation. Because, decreased levels of concentration and understanding . According to Arirahmanto 2018. in Pawicara and Conilie (2020). He state saturation of learning online can result in decreased concentration and absorption of the essence of the material given. Because , saturation is the location of the deadlock of feelings and the brain due to the pressure of continuous learning. Students tend to be cynical and apathetic towards lessons by showing a lack of confidence and avoiding it and not understanding the lesson that have been received. Based on the theory above that the student experience burnout of learning online, this burnout occurs when learning methods too monoton when presented the material. When the writer was interviewed

with the student. The student said “ *seharusnya ka ai saat pandemi kaini metode pengajaran tuh yang lebih fun lagi, jangan terlalu monoton jadi mahasiswa tuh kada merasa jenuh atau bosan dalam menerima sebuah materi. Apalgi saat pandemi kaini, kan kuliah online tuh harus nya yang tadi pang pakai metode yang lebih fun*”. According to Pawicara and Conilie, (2020). They state that students experience burnout learning online due to various factors. These factors includes less attractive method, media or material, so that the presentation of material during the online learning process is carried out monotonnes. A lot of tasks given is accompanied by the provision of material without in-depth explanation. This raises students’ lack of understanding of the material. As a result, there is a feeling laziness, loss of entushiasm, setress, insomnia, fatigue and burnout of course material during online learning. This cause burnout of learning in students. In addtion, the influence of the learning environment at home that is less supportive such as crowded, noisy, and uncomfortable also causes burnout in learning.

In conclusion, that the student experience burnout in online learning based on the method used by lecture which is too monoton in presenting material. And based on the result of interviewed with the students that the lecture too monoton in presenting material.