

CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding

In this chapter the researcher describes about the result of the research, with technique of data collected, the questionnaire and interview. To describe how the students' Learning Issues in English during the Pandemic from 2019 to 2021 at MA Irtiqaiyah, why the reasons issues happen and to describe the teacher's view on students' learning issues in English during the pandemic in 2019 to 2021 at MA Irtiqaiyah

1. The students' Learning Issues in Learning English during the Pandemic at MA Irtiqaiyah.

The data collection technique in this study is interview, from the interview, the researcher get the data about students' learning issues in English during pandemic at MA Irtiqaiyah. The researcher interview about 7 students from 12nd grade one by one who face the english learning during the pandemic in MA Irtiqaiyah.

a. The Students are Less Enthusiastic on Learning

All of students have problems on English learning class during pandemic. The problem that almost all students have is get bored while

the class because communication is very limited Another problem is do not understand the material it is happen because English online learning has not much time to explain the material clearly. And the last problem is about the signal, even the location MA Irtiqaiyah in city of Banjarmasin, some provider signal still have bad signal and have a error sometimes, and it is make students got problem when they should join meeting conference.

Problems in understanding the learning being taught are also very common in almost all students. because of the large amount of material they have to understand and also the limited time and communication in learning English online, especially those with a lot of new vocabulary.

The explanation of the material that is less detailed causes most students not to understand the lesson and lead to boredom and not interested in learning seriously.

The student's disinterest causes students to not concentrate in learning, just stay silent watching the learning, without responding or asking about the material because they are confused about what to ask. but students feel they have to pay attention to learning to appreciate the English teacher who teaches.

b. The Limitation in Learning Controlling

Because learning before the pandemic never existed online. so some students feel that they have experienced a lot of changes after experiencing online learning during the pandemic. Among them are, the time that usually feels a lot becomes very short because of the impracticality of communication that occurs indirectly or online. then the difficulty of communicating with classmates such as in face-to-face learning, such as to ask questions or discuss material that was missed or did not understand. Then it is difficult to choose a time to ask questions directly with the teacher during learning.

Changes in learning are felt by many students not only when studying in online classes. but also when studying independently or repeating lessons outside the classroom. because when they are in class they are confused and don't really understand learning, so when studying independently or doing assignments it becomes more difficult, sometimes asking other friends feels useless.

c. The Understanding on the Materials

the materials that are most difficult for them to understand are those that contain a lot of new vocabulary and new grammar for them, while due to limited time, teachers often ask students to practice and find

out on their own. However, due to the large number of assignments and time spent on other subjects as well, it is difficult for students to spend time studying English in depth independently.

Online learning that is most liked or easily understood by students is the materials that are taught using online media provided by the teacher, either using short videos on YouTube, summary images. it is more desirable and easier for students to understand than using only audio or text explanations.

During this online English learning, half of the students admitted that they often asked questions at the end of the learning session or in private outside of study time. the other half admitted that they rarely asked questions because they were confused about what to ask.

According to all students, the English teacher who teaches is trying very hard to provide good material that is easily understood by students, the teacher does not object and is willing to repeat the explanation of the same material many times so that the students fully understand the material.

In an effort to provide good and easy-to-understand explanations, teachers also try to use varied media in learning English. such as using google meets, google classroom, youtube, whatsapp etc.

it's just that there are some obstacles in the use of these media. for google meet or zoom which is based on conference meetings has a lot of data quota usage and the signal must be high, so students often have difficulty entering or leaving alone because of the lack of good signal they have, this causes students to miss explanations and sometimes also takes time in preparation.

The use of google classroom media also has several obstacles, including, students are often confused about how to use its features, they sometimes find it difficult and confused, whether the assignments they send have been submitted to the teacher or not, and sometimes also the arrangement of the materials. Feels a bit messy and confused to find.

Next is the problem in using WhatsApp media. In providing material or learning using the whatsapp grub media, the perceived problem is the slow waiting for material from the teacher because there is time to type or give voice messages, then listening or reading it also feels boring, communication in this whatsapp group is not only slow, and limited sometimes students are confused about responding which is varied and interactive for the explanation of the material from the teacher. so learning feels very boring.

d. Internet Access

When these learning problems occur, there are several countermeasures. for signal problems, students will look for the nearest hotspot, ask for a hotspot with people at home, look for a location with a high signal, or ask the teacher for time to wait. If for application cases usually ask the teacher to make a tutorial on how to use it or fix existing problems.

Of all the ways in learning English online at MA Irtiqaiyah, almost all students said they like the learning provided by learning videos such as from YouTube or social media, because they can be repeated, short and dense.

2. Cause of the Issues

a. The Students are Less Enthusiastic on Learning

During the learning of English in the pandemic, every meeting is almost always complete. once at least only 3 people were present, and those who did not attend had permission for various reasons. Usually, most of the reasons for the absence of students are because they are busy or unhealthy. sometimes there are also some students who skip class either because they are lazy, sleepy or because they don't do their homework.

The situation of learning English online during the pandemic period is quite focused, but it is rather difficult to establish active communication such as learning English offline because of the limited way of communicating, it is often a waste of time because many students are late so the time that can be used is very limited.

b. The Limitation in Learning Controlling

Regarding student activity during online English learning, it is still below average, because only a few students are active in learning, such as actively participating, asking questions, and collecting assignments. Students who actively ask questions during learning only take a few turns, and when asked about learning they sometimes understand, sometimes they don't understand, but still respond well and try to ask questions if they still don't understand.

In addition to activeness, there are also problems regarding students' self-preparation for learning. Many students do not prepare well when online English learning will begin, both regarding the facilities used but also self-preparation such as cleaning themselves properly or neatly. Because students are not ready to face learning. Only a few students managed to be on time in attending class in every meeting.

Sometimes students are confused when asked to discuss online English learning, the teacher also has difficulty supervising, so the teacher only directs discussions on simple materials and does not discuss too much.

Students' responses when given assignments are mostly silent, or sometimes complain because they admit that they also get assignments from other subject teachers. However, the teacher concluded that students who were serious about taking lessons were also the most punctual in submitting assignments.

c. The Understanding on the Materials

Sometimes students have difficulty in understanding the material presented, but students try to directly ask questions so that the material that is not understood is not too far away. The teacher also always ensures that students understand the material taught by means of quizzes or direct questions and answers or written assignments.

The final results of learning English online during the pandemic, for learning purposes there are still some that have not been achieved, but since the simplification of the material for limited learning, the learning objectives have almost been achieved.

d. Internet Access

The things that support online English learning are a good internet connection, an adequate laptop or cellphone, digital books, easily accessible video material, digital dictionaries, a quiet place for learning and teaching. Meanwhile, learning barriers are inversely proportional to supporters, namely poor internet connections, non-conducive learning places, and lack of self-preparedness.

The efforts in overcoming obstacles in online English learning that teachers do are always directing students to always prepare themselves well every time they want to start learning, providing rules that make students more orderly, ensuring students have or get adequate facilities.

The rules applied in online English learning during the pandemic include not turning on video and audio as long as they are not needed during online meetings via the Zoom or Google Meet application because these things can disturb the concentration of other friends. Then don't update things that are not related to learning during the lesson, either in the WhatsApp group or in Google Classroom.

During online English learning during the pandemic, there were never any sanctions imposed because students strictly obeyed the rules, if

they were not present, sometimes students asked whether they could get the assignment or not.

Disabling the camera and audio is not a mistake, because turning off the video during google meet is done so as not to disturb concentration during the explanation of the material, if the discussion or question and answer session they are recommended to turn on the video and audio. However, there was once a student who suddenly had no response after the material had been explained, either because he was asleep or not in place. The cause is unknown because the camera and audio are dead.

3. The Teacher's View on Students' Learning Issues in Learning English during the Pandemic at MA Irtiqaiyah.

In this study, researcher also interviewed English teacher who taught during the pandemic at MA Irtiqaiyah. from the results of the interview, it was found that teachers also experienced some issues in learning during the pandemic. details will be explained as follows.

According to the teacher's opinion, the issues that occur when learning English during the pandemic definitely occur because of changes in learning patterns that are very different from before. Teaching and learning activities that used to be carried out in schools turned into

internet-based learning activities at home. Online learning is carried out by adjusting the abilities of each school. Utilization of digital technology such as WhatsApp, Google Classroom, and Google Meet which can be used as online learning media.

a. The Limitation in Learning Controlling and the Students are Less Enthusiastic on Learning

The learning process that looks easy, in fact requires a lot of readiness for teachers and students. Teachers have used various applications such as WhatsApp, Google Meet, and Google Classroom and teachers also provide material using various media in learning such as delivering material in the form of Powerpoint, learning videos and others. Where the content of the material delivered by the teacher through the media may not be fully effective because the material has not been fully understood by students. They only understand the material from their own point of view. This is evident from the experience in the field where the teacher distributes material in the form of Powerpoint and learning videos and sends it to the Whatsapp Group, which is only seen by some students and some even only see the material and do not open it or download it. In addition, there are also students who just want to immediately accept assignments and submit them.

b. The Understanding on the Materials

This is a problem faced by teachers because students do not understand the content of the material provided by the teacher or it can be said that students are less active in online learning so that learning is not optimal. Many think that online learning makes students have more time to do other things at home, but in fact it actually makes it difficult for students to be disciplined.

In addition, the problem of learning English online at home also makes students lack direct guidance. For students whose parents are busy and cannot guide and control their child's learning process, this causes students to become less attentive and responsible.

B. Discussion

After all the data collected and presented in data presentation, it needed to be analyzed. It is done of English Learning Issues Amid Pandemic at MA Irtiqaiyah. The description can be seen from analysis below:

1. Analysis of Students' Learning Issues in Learning English during the Pandemic at MA Irtiqaiyah

From the finding result of the interview the students about students' learning issues in English during the Pandemic from 2019-2020

at MA Irtiqaiyah and the reasons issues happen. Researcher found there are some problem that always happen in during that time, Including problems with poor internet access networks, lack of preparation of students in starting learning, student activity that is sometimes lacking, difficulties in understanding material and remembering vocabulary, and the number of students who are late.

a. Internet Acces

The first is the problem of poor internet access network, even though MA Irtiqaiyah is close to a city which includes having fast internet access facilities, sometimes there are several providers whose prices are cheap but the quality of internet access is sometimes poor. Some students may choose a cheap provider to save their pocket money. Although sometimes there is internet quota assistance from the government, it is not enough to support the use of students who tend to be a lot because of the many subjects they have to access.

Based on Suhada,etc (2022) students face difficulties in accessing the internet network because they live in rural, remote and underdeveloped areas. Even if someone uses a cellular network, sometimes the network is unstable, this is because the geographical location is still far from the reach of the cellular signal. This is a problem

that often occurs for teachers and students who take part in online learning, so that the implementation of the system is still less effective. Because of this, the poor internet access that is owned is very disturbing for the student's learning process and even becomes unable to attend class at all.

b. The Students are Less Enthusiastic on Learning

The next problem is the activeness of students in the learning process which is sometimes still lacking, occurs because of the difficulty of understanding the material or the difficulty of building active communication in online classes because online communication tends to be slow and impractical. Even though we learn English, it also aims to actively speak where there must be reciprocal communication that occurs. In accordance with Brown's theory, Brown (2001) states that speaking is an interactive process in constructing meaning that involves generating and receiving and processing information. In addition, speaking is reciprocal (Carter and Nunan, 2001). That is, all interlocutors can contribute simultaneously in the speaking process and can immediately respond to each other's contributions. In addition, many people have equal rights to speak and engage in one interaction which makes the speaking process itself less predictable than a written test.

c. The Understanding on the Materials

The next problem is the difficulty in understanding the material and remembering vocabulary, this is more or less connected with the above problem, namely the difficulty of establishing direct communication in learning so that students find it difficult to understand and directly ask which part they have difficulty understanding learning. Online learning of course has a significant difference from face-to-face learning both in terms of delivery by students, teacher, learning atmosphere, distance, and even in terms of motivation and absorption of students. In carrying out the online learning process. Dabbagh (2007). However, over time this can be overcome by providing material in a variety of ways, such as through short, clear and interesting videos, either through YouTube or other social media.

d. The Limitation in Learning Controlling

The next problem is the number of students who are late because they are not ready to start and face learning, such as not providing a conducive place for learning, learning equipment and good internet access and ready self-conditions. This happens so often that it slows down the learning process and reduces learning time in online English classes.

Vosloo & Belle (2009) define online learning readiness or e-readiness as a condition of a person's mental, physical and material readiness to participate in accessing technology and internet networks in the learning process. In line with that, Setiaji & Dinata (2020) stated that online learning readiness or e-readiness is determined by a person's ability to adapt using technology and the internet in learning activities. Prawiladilaga (2013) said that an important aspect in learning is the readiness of students, because students as subjects in learning must be considered and guided in achieving learning objectives.

Meanwhile, other problems only occur occasionally and do not need special handling such as making class rules, etc. For the collection of material assignments and learning achievements can be overcome and introspection well over time.

2. Analysis Cause of the Issues

From the finding, Researcher found that teacher's view about students' learning problem have the same explanation with the students feel. Such as problems with poor internet access networks, lack of preparation of students in starting learning, student activity that is sometimes lacking, difficulties in understanding material and remembering vocabulary, and the number of students who are late.

a. The Limitation in Learning Controlling

There are some problem that researcher underline about the students' learning issues in English. First is about Teachers have difficulty directing and supervising students to discuss with fellow students because of limited space and time, so that most of the material only comes from the teacher, even if the discussion has to be usually only able to use simple materials. This is in line with the opinion of Makurius (2020) which states that during the 2019 corona virus disease pandemic, it greatly affects the learning time of students, especially when studying at school. The learning discipline of students is decreasing due to the limited time to study at school. Student assignments that should have been collected but were not collected. Most students only learn when there is an assignment. Students tend to like to play compared to learning, thus the tasks given by the teacher cannot be completed due to the negligence of students and this underlies the delay of students in collecting assignments to the teacher.

b. The Students are Less Enthusiastic on Learning and The Understanding on the Materials

The digital platform that is often used is Zoom Cloud Meeting. The use of zoom cloud meetings in learning makes teachers and students

feel as if they are in class because with this application teachers and students can meet face-to-face via laptop or cellphone screens. The use of this application is very helpful in delivering material, the interaction between teachers and students is more intertwined (Assidiqi 2020). But the problem is that there are students who suddenly do not respond in the middle of learning using zoom or google meet without knowing why, because the camera and audio are disabled so as not to disturb the concentration of others during the teacher's explanation.

Then the next problem is the problem of student assignments which are sometimes not on time, but it can be seen that students who really pay attention to learning will collect assignments on time and are active in learning.

But overall the teacher admits that over time, he continues to innovate, always directs and gives rules so that students continue to be better at learning English online.

From the explanation above, it relate with theory by ahmadi and supriyono (2004) about the factors that cause learning difficulties can be classified into internal factors, and external factors. Internal factors are from within humans themselves) which include: Physiological factors that can cause learning difficulties in students such as the condition of

students who are sick, unhealthy, weak or disability and so on. and Psychological factors Students' psychological factors that can cause learning difficulties include generally low levels of intelligence, low talent for subjects, lack of interest in learning, low motivation, and poor mental health conditions.

While internal factors are about outside humans such as Non-social factors that cause can be in the form of learning equipment or learning media that are not good or bad even incomplete, the condition of the study room or building is not appropriate, the curriculum is very difficult to describe by the teacher and mastered by the students, the implementation time of the learning process is less disciplined, and so on. And Social factors that can also cause problems for students such as family factors, school factors, playmates, and the wider community environment. Another social factor that can cause learning difficulties in students is the teacher factor.

3. Analysis The Teacher's View on Students' Learning Issues in Learning English during the Pandemic at MA Irtiqaiyah.

From the finding result of the interview the teacher about The teacher's view on students' learning issues in English during the Pandemic at MA Irtiqaiyah. In overcoming various existing problems,

teachers are required to make interesting innovations in online learning or teachers are required to be smart in choosing learning designs that are suitable for conditions during the pandemic and which are more interesting and can activate students in learning.

This is in line with the opinion of Suputra, Nitiasih, & Paramartai (2020) Teachers have limitations in explaining learning materials related to variations in learning methods carried out. In the previous conventional class, the teacher had creativity, flexibility, and diversity in the use of teaching methods that were adapted to the material, task characteristics, learner characteristics, learning situations and environments, and so on. However, teachers have limited ability to explain because learning is done online. It also challenges teachers and students in carrying out learning activities. Activities are limited to sharing learning materials, videos, assignments, voice messages, and related information that have limited interaction patterns, namely from teacher to student and from student to teacher. The pattern of interaction between students is quite limited. Group work activities or in pairs have not been seen in learning, so activities that require students to discuss and group are still limited. Student-centered or student-centered learning cannot be carried out because all materials, Teachers and students are also constrained by learning time which makes presentation, explanation,

reinforcement, enrichment of learning materials, and clarification of materials difficult. activities, questions, assignments, and information are centered or sourced from the teacher.

In addition, teachers should prepare teaching materials as interesting as possible, examples of presenting material in the form of powerpoints, or learning videos that can bring learning to life, teachers also look for references related to interesting learning models used in online learning systems during the pandemic, sometimes teachers also talk or discussing with other teachers related to interesting learning models used in online-based learning.

Then the problems faced by teachers, namely students who are less attentive or less active in participating in the online learning process can be overcome by proactively informing students and their parents via telephone personally. However, if it is not possible to make visits to students' homes, another solution is that the subject teacher tries to find out what the student's obstacles are so that they do not take online lessons by contacting their parents. If the problem is that the child is lazy, the subject teacher will coordinate with the student's parents to accompany their child in online learning at home

