

**EXPLORING STRATEGIES TO OVERCOME THE ENGLISH AS
FOREIGN LANGUAGE (EFL) STUDENTS' PROBLEMS
IN ONLINE LEARNING DURING COVID-19 AT
11th GRADE OF SEKOLAH MENENGAH ATAS KATOLIK (SMAK)
SATYA CENDIKA JEMBER**

THESIS

Submitted to the State Institute of Islamic Studies of Jember
to Fulfill one of the Requirements
For Bachelor's Degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program



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**ENGLISH DEPARTMENT FACULTY OF TARBIAH
STATE ISLAMIC UNIVERSITY OF JEMBER
JULY 2021**

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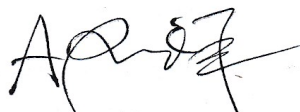
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MOTTO

..... وَمَنْ يَتَّقِ اللَّهَ يَجْعَلْ لَهُ مَخْرَجًا

“And whoever fears Allah, He will make for him a way out “

(QS At - Talaq: 2)¹



¹Ghali, *The Nobel Qur'an*, terjemah (Medina Dar-us Salam Publications, 1996), 65.

DEDICATION

I proudly dedicate this undergraduate thesis to:

1. My Beloved Parents

Many thanks for Mr. Joko Andi Anto and Mrs. Suherni for their prayers, motivation, encouragement and love. Who always support me to reach my dream, especially process in this University.

2. My Big Families

Thanks for the endless prayers and encouragement during my process to finish my undergraduate thesis.

3. All My Friends

Thanks for all my friends in TBI 2 class who process together since I studied in this University.



ABSTRACT

Andini Nailatus Sarifah, 2021. *Exploring Strategies to Overcome the EFL Students' Problems in Online Learning during COVID-19 at 11th Grade of Sekolah Menengah Atas Katolik (SMAK) Satya Cendika Jember.*

Key Words: *Students' problems, Online Learning, Learning Strategies*

This research explored EFL students' problems in online learning during COVID-19 and the strategies to overcome them. The pandemic situation makes education change into online learning method. The EFL students in SMAK Satya Cendika Jember got problems when doing online learning because it was new. It made the students and the teacher got problems adapting the teaching and learning process using online learning. Therefore, the researcher conducted this study at this school because she wanted to know the EFL students' problems in online learning also the strategies used by both students and the teacher to overcome those problems, specifically.

The objectives of this research were to describe the EFL students' problems in online learning and the strategies used by both students and the teacher to overcome those problems. This research used qualitative descriptive. It was conducted at SMAK Satya Cendika Jember in 11th Grade. The participants were 35 students. A purposeful sampling technique was used to choose 10 students as the subject in this research. The data were gathered by observation, interview, and document review. Method and data source triangulation were used to validate data.

The result of this research revealed that several EFL students had problems in online learning and strategies to overcome them. The problems involved internal and external problems. 1) The internal problems were divided into three categories they were; intelligence, interest, and motivation. Intelligence factors were; difficulty in pronunciation, difficulty in understanding the theory, difficulty in grammatical structures, difficulty in listening comprehension. Interest factors were; misunderstanding the materials, difficulty in doing assignments. Motivation factors were; lazy, bored. 2) The external factors were; technology and pedagogical E-learning. Besides, 3) The strategies used to overcome the problems were; checking the dictionary, browsing the materials, asking friends and relatives, repeating materials, making schedules, doing some hobbies, using the other applications, and using internet packages. This research concluded that EFL students' problems in online learning could obstruct teaching and learning process in online learning. Thus, the strategies are needed to ease the EFL students in doing online learning.

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Firstly, all praises due to Allah SWT for giving me mercy, blessing, healthy, opportunity, and inspiration to finish my undergraduate thesis. Secondly, my sholawat and salam to prophet Muhammad SAW who has guided us from the darkness to the lightness and brought us from stupidity to the cleverness era.

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2. Dr. Hj. Mukni'ah, M.Pd.I as the Dean of the Faculty of Tarbiyah and Teacher Training State Institute of Islamic Studies of Jember who has facilitated me to study in this faculty.
3. Mr. As'ari M.Pd.I as the Head of English Education Department who has motivated me to study English.
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7. The Principal of Catholic Senior High School Satya Cendika Jember, Drs. Agustinus Dwijatmoko and her staffs for giving me a permission and helping me during my research in Catholic Senior High School Satya Cendika Jember.
8. The English teacher, Fransiskus Xaverius David, S.Pd who gave me support and help in conducting my research in Catholic Senior High School Satya Cendika Jember and the students of Eleventh Grade who gave their time to participate in this research.

The researcher realizes that this undergraduate thesis is still far from being perfect. Therefore, the researcher receives every suggestion, criticism, and comment from the readers. The researcher hopes this undergraduate thesis could given contribution and be useful for improvement of the English teaching and learning process.



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CHAPTER I INTRODUCTION

This chapter presents an introduction to the research. The part of the chapter I is background of the research, research question, research objective, significance of the research, scope of the research, and definition of the key term.

A. Research Background

Everything certainly has difficulties or problems, equal to learning English, especially in pandemic situations. The new course policy made by the government has a problem in serving the policies. Allah said in the Holy Quran in Al-Insyirah verse 1-8 :

أَلَمْ نَشْرَحْ لَكَ صَدْرَكَ ۖ وَوَضَعْنَا عَنكَ وِزْرَكَ ۖ
الَّذِي أَنْقَضَ ظَهْرَكَ ۖ وَرَفَعْنَا لَكَ ذِكْرَكَ ۖ
فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ إِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ
فَإِذَا فَرَغْتَ فَانصَبْ ۖ وَإِلَىٰ رَبِّكَ فَارْغَبْ ۖ

Have we not expanded for you, your breast (2) and taken off from you, your burden (3) which pressed heavily upon your back (4) and excited for you, your esteem (5) surely with difficulty is ease (6) with difficulty is surely eased (7) so when you are free, nominate (8) and make your lord your exclusive object.²

According to the verse above, every difficulty or problem is always happening. Allah gives us patient and good news that difficulties could be solved.

²Mustafa Khattab, *The Clear Qur'an*, tarjemah (Saheeh International, 2021), 110.

Education has new policies during the pandemic situation. Almost every country that impacted COVID-19 changes the teaching and learning process become online learning, it also happens in Indonesia. Launched by Kompas.com and written by Virdita Rizki Ratriani on March 15th, 2020, President Joko Widodo said to a Press conference in Istana Bogor that one way to increase alertness during pandemic COVID-19 is by starting to reduce activities outside the home and the moment to work from home, a study from home, etc³. Nadiem Makarim as Minister of Education and Culture made a policy to adjust these situations. According to the circular from the Minister of Education and Culture Number 36962/MPK.A/HK/2020 concerning Online Learning and Working from Home, stated that circular contains a period study from home or online learning that becoming one semester because of this pandemic situation⁴.

The Learning system by integrating internet connection with teaching and learning processes is identified as an online learning system or virtual learning system⁵. The teaching and learning process by using internet connection is firstly used in Indonesia due to a pandemic. Every school level starts conducting online learning from elementary school to higher education. The police to social distancing become some reasons to use online learning. Online learning is different from the regular learning or learning face-to-face because we keep the social distancing and the alternative is we use the

³Virdita Rizki, “*Jokowi Instruksikan Bekerja dari Rumah, Ini arti Work From Home*”, Kompas.com (August, 14, 2020) 10.44 am

⁴*Ibid.*

⁵Yongmei Bentley, Habte Selassie, & Anjali Shegunshi. “Design and Evaluation of Student-focused E-Learning.” *Electronic Journal of E-Learning*, Vol.10 No.1 (2012), 1–12.

internet. Providing all courses of distance learning exclusively over the internet is called online learning⁶.

The kind of teaching in online learning is different from face-to-face learning who makes students adapt to the online learning environment, such as they need to have more self-confidence and respond quickly. This thing may be lost in face-to-face learning or offline classroom. Bakerson states that in online learning, the learner is offered unique opportunities for an engaging learning environment. In an online learning environment, interaction is replaced by virtual interaction which provides convenience and flexibility⁷. Virtual learning provides unique learning management for instance a teacher can give feedback, forum discussion, and comment tools.

Online learning gave a benefit to the teaching and learning process during pandemic of COVID-19. Some of the most important are its effectiveness in educating students, it use as professional development, its cost-effectiveness to combat the use of postsecondary education cost to anyone with a broadband connection⁸. Effectiveness on teaching and learning process is the teacher could monitor the students one by one and also can give feedback quickly for student activities. This matter could not do in face-to-face classroom activity but in an online learning system, the teacher helped by

⁶Tuan Nguyen. "The Effectiveness of Online Learning: Beyond no Significant Difference and Future. Horizons". *MERLOT Journal of Online Learning and Teaching*, Vol. 11 No.2 (2015), 309–329.

⁷Matt Bower, Barney Dalgarno, Gregor Kennedy, Mark JW Lee & Jacqueline Kenney. "Design and Implementation. Factors in Blended Synchronous Learning Environments: Outcomes from a Cross-case Analysis". *Computers & Education*, 86, (2015) 1–17.

⁸Sharon Jeffcoat Bartley and Jennifer H Golek. "Evaluating the Cost Effectiveness of Online and Face-to-Face. Instruction". *Educational Technology & Society*, Vol. 7 No.4 (2004) 167–175.

the technology to make an easier in students monitoring. Online learning also gives benefits for EFL teacher such as the EFL teacher may exploit the classroom based on the students' needs to improve their language skills as well as develop their critical thinking skill. Online learning is designed to encourage students' participation, motivation, self-discipline, and learner autonomy in an online learning environment⁹.

Online learning application also has problems for students. One of the problems is learning style, to achieve the best desirable learning outcomes, the students have to understand the learning styles. Students' online learning styles can be unclear. The online learning is a learning that combines technology and material that should be developed together. Some students learn through interacting, also some of them prefer to learn through visual presentation. Listening to instructions and using written notes have been learnt by both of them. This challenge implies on the learning outcomes and processes a serious issue for academics to understand the learning style of their students in an E-learning environment¹⁰.

In English language teaching, the important thing is to see the students' body language. There is a missing nonverbal hint expression of confusion on students' faces. In online learning, the teacher needs to take

⁹Z Zayapragassarazan."COVID-19 : Strategies for Online Engagement of Remote Learners". *Jawaharlal Institute of Postgraduate Medical Education and Research (JIPMER)*, Vol. 9 No.246 (2020) 1–11.

¹⁰Nurul Islam, Martin D Beer, France Slack."E-learning Challenges Faced by Academics in Higher Education: A literature Review". *Journal of Education and Training studies*. Vol.3 No.5 (2015) 103.

extension time to assess the students since the beginning¹¹. And also problems in online learning are technical. Most of students got problems in technical when doing online learning. Technically refers to development issues such as the bugs, the speed, the internet connection, the errors, the function and features not correctly working or do not work according to what academics required. There are various criticisms of the quality of the E-learning systems currently being used. The issue has been raised including usability problems, bad performance, institutions being unable to customize according to their requirements, and sometimes criticized for having a teacher center system rather than a learner center system.

Moreover, the students' challenges in online learning of English also happened at SMAK Satya Cendika in 11th Grade in which they used Google Classroom and YouTube as online learning media. They had problems in understanding the English material during online learning. They had difficulties with comprehension and pronunciation especially in reading. The teacher usually monitored the reading comprehension directly. However, the online learning made the teacher could not monitor student comprehension and pronunciation directly. Students were experiencing difficulties with technical in an online learning environment. The technical problems came from internet connection and signal when doing online learning. Students were doing online learning from their home in which their home signal and the internet connection got some problems. Some students sometimes lost their

¹¹Rojabi Ridho, "Exploring EFL Students Perception of Online Learning via Microsoft Teams : University Level in Indonesia". *English Language Teaching Education Journal*. Vol. 3 Issue.2 (2020) 163-173

assignments or worksheet because of the internet connection and unstable network.

Based on previous studies and problems above, it can be concluded that there seem to be several problems in online learning of English, but the strategies to overcome online learning problems are still less paid into attention in this research. Besides, online learning strategies are needed to solve the problems that might hinder the students from successes in online learning of English. Therefore, the researcher conducted research under the title *“Exploring Strategies to Overcome the EFL Students’ Problems in Online Learning during COVID-19 at 11th Grade of Sekolah Menengah Atas Katolik (SMAK) Satya Cendika Jember ”*.

B. Research Question

Based on the background described above, it could be determined the problem discussed in the research, were:

1. What are the internal factors of EFL students’ problems in Online Learning during COVID-19 at 11th Grade SMAK Satya Cendika Jember?
2. What are the external factors of EFL students’ problems in Online Learning during COVID-19 at 11th Grade SMAK Satya Cendika Jember?
3. What are the strategies to overcome EFL Students’ problems in Online Learning during COVID-19 at 11th Grade SMAK Satya Cendika Jember?

C. Research Objective

Objective research is an overview of what will be addressed in conducting the research.¹² The objectives of this research are:

1. To describe the internal factors of EFL students' problems in Online Learning during COVID-19 at 11th Grade SMAK Satya Cendika Jember.
2. To describe the external factors of EFL students' problems in Online Learning during COVID-19 at 11th Grade SMAK Satya Cendika Jember.
3. To find out the strategies to overcome students' problems in Online Learning of English during COVID-19 at Second Grade SMAK Satya Cendika Jember.

D. Significance of the Research

The result of this research was fully expected to give some theoretical and practical knowledge, as follows:

1. Theoretical Significance

The result of this research was expected to enrich the knowledge about English online learning progress and development especially about the online learning of English during pandemic COVID-19 by students, and also it can become a reference for the next research

2. Practical Significance

a. For SMAK Satya Cendika Jember

It can give much information about EFL students' problems in online learning during pandemic COVID-19 and be the inspiration to

¹²Tim Penyusun, *Pedoman Penulisan Karya Ilmiah*, (Jember: IAIN Jember Press, 2020), 45.

resolve the EFL students' problems in online learning during pandemic of COVID-19.

b. For English Teachers of SMAK Satya Cendika Jember

The teachers can analyze several EFL students' problems in online learning during pandemic COVID-19. Then, the teachers are able to know what they should do to solve the EFL students' problems in online learning during pandemic of COVID-19. Finally, teaching and learning process in online learning can be improved well and efficiently.

c. For Further Researcher

This research can be used as a reference in conducting further research to help the further researchers in doing better research.

Especially, in conducting the research related with EFL students' problems in online learning during pandemic COVID-19.

E. Scope of the Research

In this research, the researcher focused on the students' problems in online learning of English and the strategies used by both students and the teacher to solve the problems in online learning of English during pandemic of COVID-19.

F. Definition of Key Terms

The following definitions are given to make readers have the same understanding or perception for some terms used in this research. They are also intended to avoid confusion or misunderstanding to comprehend the research. The terms provided in this research title are:

1. Students' problems in online learning

Students' problems in online learning are some problems that happen to students when doing an online learning process where students have some difficulties in understanding the material. Students' problems in this research were focused on internal factors and external factors from the students.

Internal factors are problems that derive from the inside the students themselves or internal factors. External factors are problems that derive from the outside from students or external factors.

2. Online Learning

Online learning is a teaching and learning process by using the internet connection and online media learning platforms such as Google Classroom, Zoom, Edmodo, and WhatsApp.

3. Learning strategies

Learning strategies are some ways used by teachers and students to overcome learning problems and to minimize the students' problems in learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature. It consists of relevant previous research and theoretical framework.

A. Previous Research

Before this research, there had been many researchers studied about students' problems in learning at school or university. The researcher has selected five relevant previous studies.

Firstly, the thesis written by Sri Susanti (2014)¹³ entitled "Students Learning Difficulties and The Strategies to Overcome at Eighth Grade Student of SMPN 1 Sumbergempol Tulungagung". The Participant of this research was the second-year student of SMPN 1 Sumbergempol Tulungagung. The sample was six students from Eighth Grade. The findings of this research showed that the most difficulties faced by many students in English learning were speaking and writing skills. This research also found out the learning strategies used opening a dictionary and reading a book, doing exercises and practicing, joining group discussions, and asking friend and teacher, studying hard. And also the strategies to overcome learning difficulties were using memory strategies and social strategies.

¹³Sri Susanti, "*Student's Learning Difficulties and The Strategies to Overcome at Eight Grade Student of SMPN 1 Sumbergempol Tulungagung*".(Thesis, State Islamic Institute of Tulungagung, 2014).

Second, the thesis was written by Normilah (2019)¹⁴ entitled “Students Problems in Online Discussion Class Using Canvas Mobile Application (A Study at Tarbiyah and Teacher Training Faculty of UIN Antasari Banjarmasin)”. The Participants of this research were second-semester students of the English department of UIN Antasari Banjarmasin. The sample was 20 students of the English department Academic year 2017 of UIN Antasari Banjarmasin. The finding of this research was there were four categories based on identifying problems of students in an online discussion class. The first was motivation consisted of lazy and bored. The second was technical consisted of problem log-in canvas and internet connection. The third was time management consisted of some reasons for students who were busy after taking the class. The last was ability consisted of misunderstanding the article and misunderstanding the instructor’s question.

The third was an article written by Ridho Rojabi (2020)¹⁵ entitled “Exploring EFL Students Perception of Online Learning via Microsoft Teams: University Level in Indonesia” the participants of this article was students in Open University (Universitas Terbuka-UPBJJ Jember). The sample was 20 students of twenty-eight sixth-semester students at Open University (Universitas Terbuka-UPBJJ Jember). The result revealed that online class via Microsoft Teams supported the students’ learning environment optimally.

¹⁴Normilah, “*Students’ Problems in Online Discussion Class Using Canvas Mobile Application (A Study at Tarbiyah and Teacher Training Faculty of UIN Antasari Banjarmasin)*”. (Thesis, State Islamic University Antasari Banjarmasin, 2019).

¹⁵Rojabi Ridho, “Exploring EFL Students Perception of Online Learning via Microsoft Teams : University Level in Indonesia”. *English Language Teaching Education Journal*. Vol. 3 Issue.2 (2020) 163-173

Furthermore, online learning by using Microsoft Teams supported their interaction between student-student interaction, as well as student-teacher interaction.

The fourth was an article written by Nurul Islam, Martin Beer, Frances Slack (2015)¹⁶ entitled “E-learning Challenges Faced by Academics in Higher Education: A Literature Review”. This article discussed about the disadvantages of online learning from the review of some literatures. The research found out there were five challenges that teachers faced with and suggestions for a successful e-learning outcome. There were learning styles and Culture Challenges, pedagogical E-learning challenges, technological challenges, technical training challenges, and time management challenges.

The last one was an article written by Hermant Rana, Rajiv, Manohar Lal (2014)¹⁷ entitled “E-learning: Issue and Challenges”. This article was focused on various issues and challenges in implementing an E-learning system. E-learning is a very broad area of research in terms of the education system. The development from E-learning, now the researcher had begun to work on designing new e-learning methodologies that can work according to learners' interests and preferences. For predicting learner interest, they have to study learner behavior, learning style by their online activities and search criteria.

¹⁶Nurul Islam, Martin D Beer, France Slack.”E-learning Challenges Faced by Academics in Higher Education: A literature Review”. *Journal of Education and Training studies*. Vol.3 No.5 (2015) 103.

¹⁷Hermant Rana, Rajiv, Manohar Lal. “E-learning: Issue and Challenges”. *International Journal of Computer Application*. Vol. 97 No.5 (2014). 20-24

Table 1
Similarities and Differences
Previous Research and This Research

No.	Title of Research	Similarities	Differences
1	2	3	4
1.	A Thesis written by Sri Susanti (2014) entitled “Students Learning Difficulties and The Strategies to Overcome at Eighth Grade Student of SMPN 1 Sumbergempol Tulungagung”	<ul style="list-style-type: none"> a) Both researchers explored students’ learning difficulties and learning strategies in English b) Both researchers used the descriptive qualitative method. 	<ul style="list-style-type: none"> a) Susanti observed directly with a learning classroom activity, while this research observed online learning activity b) The subject of Susanti’s research was students of Junior High School (SMP), while this research participants were students of Senior High School (SMA)
2.	Thesis written by Normilah (2019) entitled “Students Problems in Online Discussion Class Using Canvas Mobile Application (A Study at Tarbiyah and Teacher Training Faculty of UIN Antasari Banjarmasin) ”.	<ul style="list-style-type: none"> a) Both researchers explored students’ problems in Online learning activity b) Both researchers used the descriptive qualitative method 	<ul style="list-style-type: none"> a) The previous research talked about problems in online class using one application, while this research talked about problems in online learning by using several applications b) The subject of Normilah’s research was students of the university, while this research was the students’ of Senior High School
3.	An Article written by Ridho Rojabi (2020) entitled “Exploring EFL Students Perception of Online Learning via Microsoft Teams: University Level in Indonesia”	a) Both researchers explored students’ problems in online learning from student’s perception during pandemic of COVID-19	a) The previous research explored EFL students’ perception of online learning by conducting questionnaires, while this current research used observation,

1	2	3	4
			interview, and document review. b) The previous research was conducted at the University level in Indonesia, while the current research was conducted at Senior High School in Indonesia.
4.	An article was written by Nurul Islam, Martin Beer, Frances Slack (2015) entitled “E- learning Challenges Faced by Academics in Higher Education: A Literature Review”.	a) Both researchers explored students’ problems in online learning and challenges doing an online learning	a) The previous research used literature review, while the current research used observation, interview, and document review. b) The previous research was conducted in Higher Education level, while the current research conducted at Secondary Level as the subject of this research
5.	An article written by Hermant Rana, Rajiv, Manohar Lal (2014) entitled “E-learning: Issue and Challenges”	a) Both researchers explored students’ problems in online learning and challenges doing an online learning	a) The previous research used literature review, while the current research used observation, Interview, and document review. b) The previous research was conducted in Higher Education level, while the current research was conducted in Secondary Level

The research gap in this research was the previous research did not explore the strategies to overcome the EFL students’ problems in online learning. Besides, this research not only focused on the EFL students’ problems in online learning during COVID-19 but also explored the strategies used by both

students' and the teacher to overcome those problems. And, the strategies used to motivation the students in doing online learning.

B. Theoretical Framework

1. Definition of Online Learning

There are some definitions of online learning According to Sharon Jeffcoat Bartley and Jennifer H Golek, (2004). Online learning is a form of distance learning or distance education, which has long been a part of the American education system, and it becomes the largest sector of distance learning in recent years¹⁸. The other definition is from Yongmei Bentley, Habte Selassie, & Anjali Shegunshi, (2012) who states that online learning or virtual learning is a learning system by integrating internet connections with teaching and learning processes¹⁹. Providing all courses of distance learning exclusively over the internet is called online learning From Tuan Nguyen, 2015²⁰. Online learning also called distance learning where the learner cannot do the teaching and learning process face-to-face in a pandemic situation. Online learning becomes some choose to do the teaching and learning process continues.

Educational technologies are classified into learning tools, educational resources, learning environments, as well as learning methods. Firstly, both digital and non-digital technologies used to promote learning through

¹⁸Sharon Jeffcoat Bartley and Jennifer H Golek. "Evaluating the Cost Effectiveness of Online and Face-to-Face. Instruction". *Educational Technology & Society*, Vol. 7 No.4 (2004) 167–175.

¹⁹Yongmei Bentley, Habte Selassie, & Anjali Shegunshi. "Design and Evaluation of Student-focused E-Learning.*Electronic Journal of E-Learning*, Vol.10 No.1 (2012), 1–12.

²⁰Tuan Nguyen. "The Effectiveness of Online Learning: Beyond no Significant Difference and Future. Horizons". *MERLOT Journal of Online Learning and Teaching*, Vol. 11 No.2 (2015), 309–329.

internet connection is defined the learning a tools. Secondly, educational resources provide textbooks, tutorials, and other learning materials. Thirdly, providing the learners to learn both in conventional as well as in online learning management systems in various locations, contexts, and cultures is defined as a learning environment. Fourthly, exemplifying an action of the specific contents of a subject that may be properly understood by learners is defined as a learning method. For instance; drill and practice, memorization, collaborative learning, and competency-based learning. It can be concluded that the learners' experiences are covering learner's perceptions, as well as learners' performances of the learning tools, educational resources, learning environment, and methods can be gained through educational technology²¹.

The teaching and learning process by using an internet connection is not something new in the teaching and learning process. Blended learning was popularly called before online learning, in which the teaching and learning process collaborated with the technology. Online learning is different from blended learning, in blended learning the teaching and learning process can be done in the classroom or face-to-face activity. But in online learning the teaching and learning process cannot face-to-face totally use technology and internet connection to do the teaching and learning process.

²¹Richard C Dorf. "Educational Technology". In *IEEE Transactions on Education*. Vol. 12, Issue 1 (2019).

There are two types of online learning which are synchronous and asynchronous. Based on Johnson²², synchronous communication involves real-time communication between teacher and students. Synchronous learning occurs when students and teachers are interacting in real-time, typically through delivery platforms, distance learning technologies such as video conferencing, discussion form and community chat, or collaboration and social learning technologies. Asynchronous based on Johnson²³, is currently the dominant form of educational computer-mediated communication (CMC). It occurs in delayed time and does not rely on simultaneous access for educational outcomes. Asynchronous learning is an instructional design and delivery methodology that allows students to access content or participate in learning outside of the classroom and at their convenience.

2. Advantages and Disadvantages of Online Learning

There are some advantages of online learning based on an article by Ridho Rojabi entitled “Exploring EFL Students Perception of Online Learning via Microsoft Teams: University Level in Indonesia”.²⁴ The research found advantages of online learning done by students in the university. Among them are made easier to interact with the teacher, expressing the problems faced in online learning to the teacher is more

²²Genevieve Marie Johnson.”Synchronous and asynchronous text-based CMC in educational context: A review of recent research”. *TechTrends*. Vol.50 No.4 (2006). 46-53

²³Genevieve Marie Johnson.”Synchronous and asynchronous text-based CMC in educational context: A review of recent research”. *TechTrends*. Vol.50 No.4 (2006). 46-53

²⁴Rojabi Ridho, “Exploring EFL Students Perception of Online Learning via Microsoft Teams : University Level in Indonesia”. *English Language Teaching Education Journal*. Vol. 3 Issue.2 (2020) 163-173

comfortable than face-to-face, the interaction between students are easier, feel comfortable in answering the question in online learning, etc. Online learning overall uses technology for teaching and learning process the students help by technology to do some work or learning the material from the teacher. It makes it easier for students to do the learning process. Technology also makes easier to do the interaction between students and teachers or students and students.

Moreover, there are many disadvantages of online learning faced by the students. Based on an article from Nurul Islam, Martin Beer, Frances Slack (2015) entitled “E-learning Challenges Faced by Academics in Higher Education: A Literature Review”²⁵ discussed challenges in E-learning or online learning. The challenges in this era can be divided into five categories: learning style and cultural challenges, pedagogical e-learning, technology, technical training, and time management challenges. Most of problems in online learning come from technical factor. Some problems happened like an unstable network or internet connection too slowly. It also happened because online learning is the first time doing when a pandemic situation. Suddenly many students and teachers must adapt directly without socialization from the government.

²⁵Nurul Islam, Martin D Beer, France Slack.”E-learning Challenges Faced by Academics in Higher Education: A literature Review”. *Journal of Education and Training studies*. Vol.3 No.5 (2015) 103.

3. Definition of students' problems in learning

Students' problems in learning are commonly called Learning difficulties or learning disabilities. There some definitions from an expert about learning difficulties or learning disability. According to Dimiyati Mahmud (2017)²⁶ learning difficulties are the condition where the learning process experiencing obstacles in achieving learning outcomes. And according to Mulyadi (2010)²⁷ learning disabilities have broad understanding covers: learning disorder, learning disabilities, learning disfunction, underachiever, and slow learner were marked by obstacles in the learning process. Learning disability is a condition in the brain that causes difficulties in comprehending or processing information and can be caused by several different factors. From the definition the obstacles faced by students were when learning process was done to achieve learning outcomes.

Learning difficulty or learning problem is a neurological condition that infers with a person ability to store, process, or produce information. Wood states "Learning difficulty can affect one's ability to read, write, speak, spell, compute math, reason also affect a person's attention, memory, coordination, social skill, and emotional maturity"²⁸. The Learning problem is not always caused by the low intelligence factor, but it can be caused by the non-intelligence factor. Thereby, there has a high

²⁶ Drs. M Dimiyati Mahmud. 2017. *Psikologi Pendidikan*. Yogyakarta: Penerbit Andi ISBN: 978-979-29-6725-8

²⁷ Mulyadi. 2010. *Diagnosis Kesulitan Belajar & Bimbingan terhadap Kesulitan Belajar Khusus*. Yogyakarta: Nuha Litera

²⁸ Wood, Derek. *Kiat Mengatasi Gangguan Belajar*. (Jogjakarta:Katahati, 2007)

IQ cannot guarantee someone to be a successful student²⁹. The teacher should understand the problems dealing with students learning difficulties to give an appropriate learning guide to the students.

Learning difficulties are manifested in terms of competencies. More specifically, they affect students' ability to read, communicate verbally or in writing, and use mathematics. Learning difficulties generally arise in cases where students have problems using cognitive and meta-cognitive strategies and properly applying certain cross-curricular competencies³⁰. From the statement above, the writer can conclude that students who faced learning difficulties usually are they who have difficulty in communicating, reading, and everything related to the number of computing. Learning difficulties sometimes originate in the school environment, but it can also be presented before the children begin school.

According to Ahmadi the two factors of learning difficulties which are divided into two groups are Internal Factor and External Factor. In the educational dictionary, Smith gives an additional factor of teaching and learning method, emotional, intelligence, and mental³¹.

²⁹ Abu Ahmadi, and Widodo Supriyono. *Psikologi Belajar*. (Jakarta:PT. Rineka Cipta, 2008)

³⁰ Quebec. *Learning Difficulties*. (Ministere de l'Education, 2004)

³¹ Abu Ahmadi, and Widodo Supriyono. *Psikologi Belajar*. (Jakarta:PT. Rineka Cipta, 2008)

a. Internal Factor

1) Cause of physiology factors

a) Sick

The students who were sick, their physical will be getting low. And the effect of the stimulus that has been received through their sensory cannot be straight to the brain.

b) Less of health

People who less healthy will face difficulty in learning because of tired, sleepy, dizzy, and loss of concentration. Because of that case, they cannot understand the material given by their teacher maximally.

c) Physical defect

Physical defect is differentiated into two groups :

- (1) A low physical defect, as like less of hearing, less of sight, and psychomotor disturbance.
- (2) A serious physical defect, as like blind, dumb, deaf, and lose hand or foot.

For serious physical defect groups, they must school in a special study for example in SLB. But for low a physical defect, they can study in the common school.

In conclusion, physiology factors influence students learning. It cannot be predicted by the students. It happens naturally moreover, it emerges since they were born such as deaf and dumb. Although they have the weakness and they

face difficulties in learning, actually they also have the strength.

2) Cause of psychology factors

A Study needs preparation of psychology factor, if the students mind fresh, enjoy and happy they can understand the material easily. Psychology factor divided into six kinds as follows:

a) Intelligence

The student who has high IQ usually can solve their problem easily and they can understand the material what the teacher gave faster than their friends who have lower IQ.

b) Aptitude

Aptitude is a natural ability carried since born. Every person has a different aptitude. The students are able easy to learn based on their aptitude. If they learn out of their aptitude they will get bored and unhappy. That appears when the students make noisy in the class, bother their friends, and do not want to do their task in the order they get a low score.

c) Interest

Interest is the feeling of wanting to give your attention to something or of wanting to be involved with and to discover more about something. If the students do not have an interest in the lesson, it will make them face difficulties in learning

that lesson. The existing interest in the students can identify by their way of learning or respond to the lesson.

d) Motivation

Motivation is probably the most frequently used catch-all term for explaining the success or failure of virtually any complex task. It is easy to assume that success in any task is due simply to the fact that someone is motivated.

Motivation can establish successful learning. The students who have high motivation will learn seriously and never give up reach their goals. But the students who have low motivation will not focus on their learning.

b. External Factors

1) Non-social Factor

a) Tool factor

Fewer tool lessons influence teaching and learning activities, especially for practicum lessons. For example, if there is no language laboratory, the students cannot learn maximally. Because of that problem the teacher only uses the talk method. Therefore, the students become passive and it is possible to make them difficult in learning.

b) Curriculum factor

The high curriculum causes the students' difficulty in learning. It will be better if the curriculum is based on the students' needs.

c) The condition of the classroom

The condition of the classroom must make the students comfortable, such as the classroom must be clean, there is enough ventilation and far from the ado.

2) Social factor

a) Family factor

Family is the center of education for the students because the main and first they learn from family. How the parent educates their children is important, it will influence children learning

b) Social environment

Friends give more influence to the students' learning. If the students consort with an uneducated friend, they will be lazy, because the life way of educated and an uneducated people are different. The activities in the social environment also influence the students' learning. As an example, the students follow some organizations and they cannot manage the time to learn, so their learning will disturb.

c) Technology

In the global era technology is needed by every person. It is not tertiary needed, but to be secondary needed moreover as primary needed. Using technology helps people in doing something. For example computer, laptop, hand phone,

internet, etc. The school needs that technology to support teaching and learning activities. Technology will be useful for the student to support their learning and get more information about their lesson if the student uses the technology as their need, but it will disturb their learning if they use not based on their need.

4. Students' problems in learning English

Language difficulties indicate the first learning difficulties faced by the children. The people who face kind of these difficulties will be difficult in producing precise sound, communicating with other people, and understanding what other people said³².

a. Difficulties in Oral Language (Speaking and Listening)

Some of the students face difficulties in speaking and listening skills. They face difficulties in pronouncing the words. It is common to face by the students. They can pronounce the words fluently by repeating the words. The students also face difficulties in listening, they difficult to understand what other people said. In English, there are some words almost the same.

b. Difficulties in Reading

This type of difficulty is also called dyslexia. It difficulties face around 2-8 percent in the school. This problem need to intensive interaction between various nerve cells as the connector to the brain

³²Wood,Derek. 2007. *Kiat Mengatasi Gangguan Belajar*. Katahati: Jogjakarta.

related to the sight function, language, and remember. The students who face these difficulties forget what they have already read.

c. Difficulties in Writing

Writing also needs the coordination of various brain functions.

Part of the brain that organizes the word, language system, hand moving, and memory must be in good coordination. This problem makes the students difficulties in expressing their idea in the form of written language.

5. Students' problems in Online Learning

There are several online learning platforms used by the students for teaching and learning process doing the pandemic situation. The new policy from online learning makes students got some problems when done online learning. Based on the article that was written by Nurul Islam, Martin D Beer, France Slack, (2015) entitled "E-learning Challenges Faced by Academics in Higher Education: A Literature Review" discuss the disadvantages of online learning who challenging to do online learning. In this article disadvantages are five categories: Learning Style and Cultural Challenges, Pedagogical e-learning, Technology, Technical Training, Time management Challenges³³

Besides an article written by Hermant Rana, Rajiv, Manohar Lal, (2014) entitled "E-learning: Issue and Challenges". The issue and challenges in e-learning or online learning are Technological Challenges,

³³Nurul Islam, Martin D Beer, France Slack, (2015). E-learning Challenges Faced by Academics in Higher Education: A literature Review. *Journal of Education and Training studies* 3(5), 103.

the development of a new form of a learning community and interactive learning, Development of new knowledge facilities for e-learning³⁴.

Based on thesis written by Sri Susanti (2014) entitled “students learning difficulties and the strategies to overcome at Eighth Grade student of SMPN 1 Sumbergempol Tulungagung”. The EFL students have some difficulties in learning English in listening, speaking, reading, and writing, but the most difficult skill to be learned is speaking. The students said the factors of speaking become the most difficult skill are they did not know what the meaning of the words, difficulty arranged the words what would he say. Also, they said reading become difficult to learn because the words and how to pronoun was different and it made him confused. And writing becomes difficult because could not memorize the spelling of the word³⁵.

Besides, based on a thesis written by Normilah (2019) entitled “Students Problems in Online Discussion Class Using Canvas Mobile Application (A Study at Tarbiyah and Teacher Training Faculty of UIN Antasari Banjarmasin)”. Research findings from this thesis found that motivation categories from problems students in an online class are lazy and bored. Technical categories from students’ problems in online class are problem log in canvas (application) and the problem of internet connection. Ability categories from problems students in an online class have misunderstood the article and misunderstood the instructors’

³⁴Hermant Rana, Rajiv, Manohar Lal. “E-learning: Issue and Challenges”. *International Journal of Computer Application*. Vol. 97 No.5 (2014). 20-24

³⁵Sri Susanti, “*Student’s Learning Difficulties and The Strategies to Overcome at Eight Grade Student of SMPN 1 Sumbergempol Tulungagung*”. (Thesis, State Islamic Institute of Tulungagung, 2014).

question. Time management categories from students' problems in online class are problem of time management³⁶.

6. Language Learning Strategies

Language learning strategies have been classified by many scholars. However, most of them attempt to classify language learning strategies reflect or less the same categorizations of language learning strategies without any radical changes. O'Malley and Chamot recognized three basic types of strategies, those are: meta-cognitive, cognitive, and socio-affective strategies.³⁷

a. Meta-cognitive

The meta-cognitive strategies refer to the actions that learners use consciously while listening to a spoken text attentively. Meta-cognitive strategies deal with knowing about learning. It means that learners learn how to learn with meta-cognitive strategies.

b. Cognitive

The cognitive strategies are separate learning activities and they are basically activities that used by learners in order to understand the linguistic input and get knowledge.

³⁶Normilah, "Students' Problems in Online Discussion Class Using Canvas Mobile Application (A Study at Tarbiyah and Teacher Training Faculty of UIN Antasari Banjarmasin)". (Thesis, State Islamic University Antasari Banjarmasin, 2019).

³⁷J. M. O'Malley and A. U. Chamot, *Learning Strategies in Second Language Acquisition*, (London: Cambridge University Press, 1990), 87.

c. Socio-affective

It refers to strategies that learners use to learn by interaction with their classmates and questions that they ask from teacher to understand the special subject, remove or lower their anxiety.

In addition, Rebecca L Oxford introduced strategies inventory for language learning (SILL). This inventory describes the various types of language learning strategies that learners employ to help him/her to learn a new language. These language learning strategies can be classified under six types, memorization, cognitive, compensation, meta-cognitive, affective, and social strategies³⁸. Below is a detailed description of them:

1) Memorization strategies

Memorization strategies are technique used to remember more effectively, to retrieve and transfer information needed for future language use. Memorization helps students to store important information in memory gathered from their learning. When the information is needed for use in the future, these strategies help the student to get the information back. For example, the semantic map of a group of nouns or verbs that shows the relationship between the words.

³⁸Rebecca L Oxford. *Language learning strategies: What every teacher should know*. University of Alabama. (Boston :Heinle & Heinle publications, 1990)

2) Cognitive strategies

Cognitive strategies are used to help the students to manipulate the target language or task correctly by using all their processes. They include reasoning, analysis, and drawing conclusions. For example, use of drills to practice the language and the use of dictionary to find difficult words.

3) Compensation strategies

Compensation strategies are employed by the students to compensate the missing knowledge in the target language due to lack of vocabulary. The strategies help to allow the students to use the language to speak and write in the target language even when their vocabulary is limited. For example, the use of linguistic clues to guess the meanings or by inventing words to the use of linguistic clues to guess compensates their lack of vocabulary.

4) Meta-cognitive strategies

Meta-cognitive strategies are employed by the students to help them coordinate the learning process by centering, arranging, planning, and evaluating their learning, this help learner to control their own learning. Students will also able to plan what their learning strategies should be and change them if they are not suitable. For example, over viewing with already known material and deciding in advance on what to pay attention to.

5) Affective strategies

Affective strategies are technique to help the students control their emotions, attitudes, motivations and values. These strategies have a powerful influence on language learning because they allow the students to manage their feelings. For example, students may use laughter to relax and praise to reward themselves for their achievements.

6) Social strategies

Social strategies are activities that students engage in to seek opportunities to be exposed to an environment where practice is possible. These strategies are important because language learning always involves other people; it is a form of social behavior. For example, questioning for understanding or facts and work together with peers or speakers of the target language including native and native like speakers in order to upgrade their language skills.

IAIN JEMBER

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology. It consists of research design, research location, research subject, the technique of collecting data, the technique of data analysis, validity of data, and procedures of research.

A. Research Design

The approach of this research was qualitative research. Qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, action, etc. Holistically and using descriptions in the form of words and language, in a particular natural context and by utilizing the various natural method.³⁹

Meanwhile, the design of research was descriptive research. Descriptive research is research directed to provide symptoms, facts, or events systematically and accurately, regarding the characteristics of a particular population or area.⁴⁰ The researcher intended to describe EFL students' problems in online learning during pandemic of COVID-19 at 11th Grade SMAK Satya Cendika and strategies to overcome it.

³⁹Lexy J. Moleong, *Metode Penelitian Kualitatif Edisi Revisi* (Bandung: PT. Roesdakarya Offset, 2014), 6.

⁴⁰Riyanto Yatim, *Metodologi Penelitian Pendidikan* (Surabaya: SIC, 2010), 23.

B. Research Location

This research was conducted in SMAK Satya Cendika which is located at Majapahit street No. Blok X/16, Krajan, Sempusari, Kaliwates Sub-district, Jember Regency. The choice of place was due to one of school which implemented online learning during pandemic of COVID-19.

C. Research Subject

In choosing the subject of the research, the researcher used purposeful sampling. Purposeful sampling is a data source sampling technique with a certain consideration.⁴¹

The subjects in this study were English teachers and students of the 11th grade. The English teacher of 11th Grade was interviewed by the researcher, while the students who had problems in online learning of English during pandemic of COVID-19 were selected as the subject of this research. The researcher also considered the students who showed a lack of participation in online learning and showed difficulties to understand the materials doing online learning of English being the subject of the interview.

D. Technique of Collecting Data

The techniques of collecting data used by the researcher to get the data were:

1. Observation

Qualitative observations are those in which the researcher takes field notes on the behavior and activities of individuals at the research site.

⁴¹Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2015), 300.

In these field notes the researcher records, in an unstructured or semi-structured way (using some prior questions that the inquirer wants to know), activities at the research site. Qualitative observers may also engage in roles varying from a non-participant to a complete participant.⁴²

This research used non-participant observation, in which was the researcher did not participate in the activities of the research object, and the researcher became an observer only. The observation was conducted to get the data related with problems in online learning of English during pandemic COVID-19 especially internal and external problems faced by the students.

2. Interview

According to Kvale & Brinkmann, interviews are guided question-answer conversations or an “interchange of views between two people conversing about a theme of mutual interest”. However, they differ from other conversations by having a specific structure and purpose.⁴³ In qualitative research, there are three kind types of interviews. They are structured, semi-structured, and unstructured interviews.⁴⁴ In qualitative interviews, the researcher conducts face-to-face interviews with

⁴²John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* Third Edition (Los Angeles: SAGE Publication, Inc, s2009), 181.

⁴³Sarah J. Tracy, *Qualitative Research Methods* (Chichester: Wiley-Blackwell, 2013), 131.

⁴⁴Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2015), 319-320

participants, interviews participants by telephone, or engages in focus group interviews, with six to eight interviewees in each group.⁴⁵

This research used semi-structured interviews. A semi-structured interview (in-depth interview) was an interview that was more freely than a structured interview. The purpose of this interview was to find the problems openly, which the interviewee was asked for their opinions and ideas.⁴⁶ The researcher chose this type of interview because it was very flexible, despite the researcher have prepared the question the researcher able to add the other necessary question in the process of the interview.

The questions of this interview contained minimal 10 questions. The interview used semi-structured interview to explore the EFL students' problems and the strategies used by the students to overcome those problems in doing online learning. The students doing the interview using WhatsApp Videocall and the responses were collect and transcript by the researcher. The semi-structured interview was validated by using content validity and it was validated by two experts from IAIN Jember. Furthermore, the questions distributed to the students was adapted, modified, and translated into the Indonesian language. The data obtained from the interview is presented in form tables to determine the EFL students' problems and the strategies used by them to overcome those problems in doing online learning.

⁴⁵John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* Third Edition, 181.

⁴⁶Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2015), 319-320

3. Document Review

The researcher used document review to collect the data, such as: students' presence list, the data of school profile which included the background of the school, the vision and mission of the school, and photos of teaching and learning process during online learning.

E. Technique of Data Analysis

In this research, there are three steps of analyzing the data. They are data consideration, data display, and drawing and verifying conclusions.

1. Data Condensation

In this step, the researcher focused on summarizing and selected the needed field notes to observation and interview. The researcher took the data about the problems EFL students' in online learning during COVID-19 and also the efforts to overcome it.

2. Data Display

In this research, the researcher displayed the data then described it. Afterward, the researcher analyzed the data. The researcher presented the data from the problems EFL students in online learning during COVID-19, also the efforts to overcome it.

3. Drawing and Verifying Conclusion

In this research, the researcher gave the result of the analysis based on the problem statement, then concluded after presenting the data and analyzing the data.

F. Validity of Data

Qualitative data validity means that the researcher checks for the accuracy of the findings by employing certain procedures.⁴⁷ In qualitative research, the researcher uses triangulation to measure the credibility of data. Triangulation refers to the use of multiple methods or data sources to develop a comprehensive understanding of phenomena.⁴⁸

In this research, the researcher used method and data source triangulation to validate the data. So, after getting the data from the observation the researcher compared it with the result of the interview from different participants (between the teacher and students).

G. Procedures of Research

This part explains the plan of research done by the researcher. starting from preface research, design development, real research, and report writing.⁴⁹

In this research there are three procedures, they are:

1. Stage of Pre-field Research

This is the stage in which determined what must done before a researcher enters the field of the research object. There are six pre-field stages, they are:

- a. Arranging a research plan
- b. Selecting the research field
- c. Managing the license

⁴⁷John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* Third Edition, 190.

⁴⁸Norman K. Denzin, *The Research Act: A Theoretical Introduction to Sociological Methods*. (New York: McGraw-Hill, 1978), 106.

⁴⁹Tim Penyusun, *Pedoman Karya Ilmiah*, 48.

- d. Exploring and evaluating the field of research
 - e. Selecting the participant or the informants
 - f. Preparing the research instrument
2. Stage of Fieldwork

After getting the research licence, the researcher enters the research object and collects the data with observation, interview, and document review to get the information about listening difficulties.

3. Stage of Data Analysis

After getting the data, the next stage is to analyze the data that include data condensation, data display, and drawing conclusion or verification. Next, the last step is making a research report.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents two things, research findings, data analysis, and also discussions on the result of data analysis. In research findings, after collecting the data from the 11th Grade EFL students of SMAK Satya Cendika Jember, the researcher analyzed their problems in online learning of English during pandemic of COVID-19 and strategy to overcome it. In the discussion section, the researcher discusses the findings of the study with the supporting concepts which have been presented previously.

A. Overview of SMAK Satya Cendika Jember

SMAK Satya Cendika Jember is senior high school as formal education. The chairman in this school namely Agustinus Dwijatmoko. The accreditation of this school is “A”. This school during pandemic of COVID-19 use online learning as the teaching and learning process. The online learning process in this school during COVID-19 held with consistently. Therefore, the research conducted the research in this school.

1. Motto

Darmesti Bhuwanareksana Menjaga Dunia Dengan Nilai-Nilai Keutamaan

2. Vision

Insan cerdas bermartabat berlandaskan Iman, Harapan, dan Kasih

3. Mision

- a. Memperteguh dan meningkatkan kualitas penghayatan iman kepada Tuhan Yang Maha Esa.

- b. Mengembangkan nilai-nilai luhur persaudaraan sejati
 - c. Mengembangkan sekolah sebagai masyarakat pembelajar yang berkualitas
 - d. Mendayagunakan potensi sekolah secara optimal
4. Goals
- a. Menghasilkan insane berbudi pekerti luhur yang mampu menghargai dan memelihara kelestarian ciptaan Tuhan
 - b. Menghasilkan insane yang bertumbuh kembang dalam kehidupan spiritual dan sosial
 - c. Menghasilkan insane cerdas, bermartabat, dan mampu bersinergi
 - d. Menghasilkan insane dewasa yang peduli lingkungan

B. Research Findings and Data Analysis

Research findings present and discuss the answer to the research questions that were about the EFL students' problems in online learning during COVID-19 at 11th Grade SMAK Satya Cendika Jember. The researcher elaborated research findings based on the result of observation, interview, and document review as follows:

1. The Internal Problems of EFL Students' Problems in Online Learning during COVID-19 at 11th Grade SMAK Satya Cendika Jember.

In the field, the researcher found that the problems from internal factors that made the EFL students' felt difficulty in online learning during COVID-19 are mostly caused by psychological factors. The researcher

divided psychology factors into three categories they are intelligence, interest, and motivation.

a. Intelligence

As a result of data collection, the researcher found intelligence problems in online learning during COVID-19 from EFL students' 11th Grade at SMAK Satya Cendika Jember. They had a problem with difficulty in pronunciation, difficulty in understanding the theory, difficulty in grammatical structures, and difficulty in listening comprehension.

1) Difficulty in Pronunciation

In reading, students need to pronounce the correct words, because wrong pronunciation in English will make different meanings. Difficult in pronunciation from the students are mostly because of unfamiliar vocabularies, there some vocabularies they do not know before or uncommon vocabularies.

It was explained by student 8 as follows:

“Saya mengalami kesulitan di melafalkan kata dalam Bahasa Inggris khususnya kata yang tidak umum dan tidak pernah saya tau sebelumnya.”⁵⁰

“I am difficult to pronounce words in English. Especially, when I found an uncommon word and unfamiliar vocabularies that I do not know before.”

Besides, student 1 explained difficult pronunciation because there is similar word but different in pronunciation as follows:

⁵⁰Student 8, *Interview*, Jember Sunday 4th 2021

*“kadang ada kata yang mirip tapi berbeda dalam pelafalannya jadi kesulitan dalam pengucapannya.”*⁵¹

“Sometimes, there are similar words in the writing which are different in pronunciations.”

Based on the explanation above, the EFL students in online learning got the difficulty in pronunciation of words. The reasons were from unfamiliar vocabularies and similar words that made them confused with the pronunciation. In online learning, the situation made the teacher could not correct it directly because of limited time to do the evaluations for the students’ assignments.

The statement above was also supported by the teacher, as follows:

*“Ketika saya memberikan tugas reading aloud kepada siswa mereka memvideokan reading aloud tersebut. Setelah saya amati mereka masih kesulitan pronunciation of words.”*⁵²

“When I give the assignment to make a video dealing with reading-aloud for the students, I watched the videos they still got difficulties in pronouncing several words.”

The statement above was strengthened by the observation that the researcher did. The teacher showed the researcher the video of the students when they did the reading-aloud assignment. The researcher found that the students felt difficulty with the pronunciation of words, especially uncommon words and similar words with different pronunciations. The teacher had given comments or evaluations from wrong pronunciation in the comment box below the students’ videos. Comment and evaluation from the teacher were such as how to pronounce words *“Enchanted and*

⁵¹Student 1, *Interview*, Jember Friday 2nd April 2021

⁵²Teacher, *Interview*, Jember Thursday 4th March 2021

Guards” and some students had been wrong in pronouncing the words. They said it difficult to pronounce because the words were unfamiliar for them. Besides, the students also got difficulty pronouncing words between “*God*” and “*Good*”. They got difficulty to pronounce the words because of similar words in the writing but different pronunciations.⁵³

Based on the interview and observation above, it can be concluded that the first internal factor from intelligence faced by EFL students at 11th Grade SMAK Satya Cendika Jember was difficulty in pronunciation. The difficulty in pronunciation faced by the students was because of uncommon vocabularies and similar words. Some students checked the pronunciation in the dictionary, and the teacher also gave comments and evaluations about the wrong pronunciation.

2) Difficulty in Understanding the Theory

In English there are two aspects of learning English, they are understanding and applying the theory. But some EFL students got problems in understanding the theory and prefer to practice. The reason was that the theory mostly explained grammatical structures in writing. Besides, practicing makes students easier because they could understand the theory directly by practicing.

⁵³Observation on March 2nd 2021

It was explained by student 3, as follow:

“Kesulitan pada awal online learning dalam bahasa inggris yaitu memahami teori dari materi yang diberikan guru”⁵⁴

“The difficulty on the beginning of online learning in English, I got difficulty in understanding the theory of material given by the teacher.”

The difficulty in understanding the theory also occurs due to time constraints in online learning. It was explained by student 1, as follows:

“Saya kurang bisa memahami materi karena terbatas waktu dipembelajaran daring ini. Akhirnya penjelasan guru tidak mendetail seperti pada saat pembelajaran tatap muka disekolah karena juga waktunya lebih banyak.”⁵⁵

“I could not understand the material due to limited time in online learning. Thus, the teacher’s explanation was not as detail as offline learning on school in which there was much time.”

Based on the explanation above, time constraints in online learning made students got difficulty to understand more the material. The teacher cannot explain in depth because it also required a lot of time preparing to make the learning videos or materials. Limited time in online learning made the teacher cannot explain more about the material.

It was also explained by the teacher, as follow:

“Setelah melihat video pembelajaran, biasanya saya menanyakan mereka paham atau tidak melalui question and answer session. Namun siswa biasanya diam jadinya saya tidak tahu untuk masalah pemahaman mereka”⁵⁶

⁵⁴Student 3, *Interview*, Jember Friday 2nd April 2021

⁵⁵Student 1, *Interview*, Jember Friday 2nd April 2021

⁵⁶Teacher, *Interview*, Jember Thursday 4th March 2021

“After watching learning videos, I usually asked students in the question and answer session. However, the students were just silent so I did not know their understanding.”

Based on the statement from the teacher, the teacher asked the question to students to know the students' understanding but the students were just silent, and the teacher did not know they understood or not.

The statement above was strengthened by the observation that the researcher did. The researcher found that during online classes after the students watching the learning video for about 5 to 15 minutes, the students did not ask a question related to the material to the teacher. The teacher thought that the students understood the material and the teacher gave the task. However, after doing the assignment, the students got problems in doing the assignment and browsing the material, also asking their friends about the assignment.⁵⁷

Based on the interview and observation above, it can be concluded that the other internal factors from intelligence faced by EFL students at 11th Grade SMAK Satya Cendika Jember were difficulty in understanding the theory. The students got difficulty to understand the theory because of the limited time material explained by the teacher. Difficult to understand the theory faced by students was also because the students did not have the desire to ask

⁵⁷Observation on March 2nd 2021

the teacher about the material. Finally, the students got difficulty in doing assignments because they did not understand the material.

3) Difficulty in Grammatical Structures

The third intelligence problem faced by EFL students was difficulty in grammatical structures. They felt difficult in doing writing assignments in which the students made and composed the sentences with correct grammatical structures.

It was explained by student 4, as follow:

“Sulitnya lebih ke grammarnya. Bingung ketika guru memberi tugas writing membuat kalimat karena gak tau susunan yang tepat.”⁵⁸

“The difficulty was in grammatical structures. I am confused when the teacher gave a writing assignment to make sentences because I do not know about the grammatical structures.”

The statement above was also strengthened by student 3, as follows:

“Jika dalam hal speaking, reading, dan listening saya rasa sudah bisa. Namun ketika mendapat tugas writing saya kesulitan dalam membuat kalimat karena tidak paham grammarnya.”⁵⁹

“I think I understand more in speaking, reading, and listening. However, when I got writing assignment, I felt difficult to make sentences. I have difficulty in grammatical structures.”

The statement above also strengthened by the teacher explanation, as follows:

“Dalam tugas writing siswa masih mengalami kesulitan dalam grammar ketika menyusun teks atau kalimat.”⁶⁰

⁵⁸Student 4, *Interview*, Jember Friday 2nd April 2021

⁵⁹Student 3, *Interview*, Jember Friday 2nd April 2021

⁶⁰Teacher, *Interview*, Jember Thursday 4th March 2021

“In the writing assignment, the students have difficulty in grammatical structure during composing text or sentences.”

Based on the statement above, it can be known that the students got difficulty when doing writing assignments because they did not know how to compose text with the correct grammatical structure. The teacher had evaluated the students' assignments and found out the students' difficulty in grammatical structure.

The statement above was strengthened by the observation that the researcher did. The teacher gave the researcher a soft file from the students' assignments. The researcher checked the students' writing assignments and found some students whom felt difficult to make and compose the sentences. The teachers gave the students assigned to write a personal letter with the topic “Writing Letter”, based on the structure of the personal letter. The researcher found that the students felt difficulty in the linguistic features of personal letters. The students got a difficulty using possessive pronouns for the first, second, and third person: such as mine, yours, his/hers/it's, etc. Also, the students got difficulty in composing the letter based on the structure of the personal letter. The teacher had given them random personal letter sentences and asked the students to compose the sentences based on the structure

of the personal letter. The students got difficulty of making a correct compose based on the structure of the personal letter.⁶¹

Based on the interview and observation above, it can be concluded that the other internal factors from intelligence faced by EFL students at 11th Grade SMAK Satya Cendika Jember were difficulty in grammatical structures. The students got difficulty of grammatical structures when doing writing assignments given by the teacher. They felt difficult when the teacher asked them to make and compose the sentences because they did not understand the correct grammatical structures of the text.

4) Difficulty in Listening Comprehension

In the online learning system, the teacher gave material using video or audio learning. The students must understand the visual and audio material that had been given by the teacher independently. It made the students difficult to understand the video and audio material because they lacked in listening comprehension.

It was explained by student 6, as follows:

“Sebelum pembelajaran daring dalam bahasa Inggris saya mengalami kesulitan dalam pemahaman ketika listening. Namun pada pembelajaran daring ini guru menjelaskan pembelajaran melalui video dan audio karena saya kurang memahami listening, akhirnya saya tidak paham dengan materi yang disampaikan”⁶²

“Before online learning, I got difficulty in listening comprehension. However, when online learning, the teacher explained the material by using videos and audio learning

⁶¹Observation on March 2nd 2021

⁶²Student 6, *Interview*, Jember Saturday 3rd April 2021

because of my lack in listening comprehension. At the end, I did not understand with the material given by the teacher. ”

It was also supported by student 9, as follows:

“Saya kesulitan untuk memahami video pembelajaran yang diberikan guru, karena tidak bisa memahami informasi dari audionya.”⁶³

“I got difficulty to understand the videos given by the teacher because I cannot understand the information from the audio.”

From the explanation above, it can be known that the students’ difficulty in understanding the video learning given by teachers was because they lacked of listening comprehension. During offline learning, students have experienced of difficulties in listening. In online learning, they were required to understand the audio from the learning videos given by the teacher.

Difficulty in listening comprehension also occurs when the students were doing the listening assignment given by the teacher. They got difficulty in doing the listening assignment because they did not know the meaning of the vocabulary.

It was explained by student 8, as follows:

“Kalau mengerjakan tugas listening mengalami kesulitan karena ada kosa kata yang tidak tau artinya”⁶⁴

“I got difficulty in doing listening task because I do not know the meaning of the vocabulary.”

It was also supported by the teacher’s statement, as follows:

“Di tugas listening comprehension banyak siswa yang mengalami kesulitan dan mereka mencari jawaban dari internet.”⁶⁵

⁶³Student 9, *Interview*, Jember Sunday 4th April 2021

⁶⁴Students 8, *Interview*, Jember Sunday 4th April 2021

⁶⁵Teacher, *Interview*, Jember Thursday 4th March 2021

“Many students got difficulty in doing the listening comprehension task. Then, they are looking for the answer from the internet.”

Based on the statement above, it can be known the students felt difficulty in doing listening assignments because they did not know the meaning of vocabularies. The alternative used by students to answer the assignment usually browsed for the answer. The teacher had been given the score reduction for students who got the answer from the internet.

The statement above was strengthened by the observation that the researcher did. The researcher found that the students got difficulty in doing the listening assignments and they asked the teacher to explain more the material using voice notes in their WhatsApp group. Also, the researcher found that students got difficulty in doing the listening assignment so that they got the answer from the internet. A similar answer from the students on the internet came from a website namely Brainly.com.⁶⁶

Based on the interview and observation above, it can be concluded that the other internal factors from intelligence faced by EFL students at 11th Grade SMAK Satya Cendika Jember were difficulty in listening comprehension. The students got difficulty in understanding the material from the learning videos because they lacked of listening comprehension. Also, the students got difficulty

⁶⁶Observation on March 3rd 2021

when doing the listening assignment, so that they were looking for the answer from browsing the internet.

b. Interest

In online learning, the students learned independently to understand the material which had been given by the teacher. They had experienced difficulty in understanding the material and doing the assignment. However, the students lacked of interest to ask the teacher to explain more if they had misunderstood the material and assignment.

1) Misunderstanding the Material

Online learning makes students doing distance learning by using technology from their home. Distance learning made the students have to understand the material independently. However, the students got problems in understanding the material independently.

It was explained by student 2, as follows:

“Kesulitan selama daring lebih ke pemahaman materi, karena selama daring kurang dalam prakteknya. Jadinya pengetahuan kembali seperti awal dan tidak paham apa yang dijelaskan guru.”⁶⁷

“The difficulty while online is more about understanding the material, because online is lacking in practice. So the knowledge returned to the beginning and did not understand what the teacher explained.”

⁶⁷Student 2, *Interview*, Jember Friday 2nd April 2021

It was also supported by student 4, as follows:

*“Karena lama tidak pembelajaran tatap muka jadinya pelajaran dasar bahasa Inggris banyak yang lupa. Akhirnya, kesulitan dalam memahami materi.”*⁶⁸

“Due to the long absence of face-to-face learning, many of Basic English lessons have been forgotten. And the end, I got difficulty in understanding the material.”

From the explanation above, it can be known that the students were misunderstanding the material because they lacked of practice and forgot the basic skills of English. Teachers in doing online learning mostly only provide assignments for the students. It makes the students lack practicing during online learning.

It was also supported by the teacher statement, as follows:

*“Saya memberikan question and answer untuk siswa bertanya terkait materi. Namun siswa biasanya diam ketika saya tanyakan mereka, jadinya saya kurang tau untuk masalah pemahaman mereka.”*⁶⁹

“I have given question and answer for students to ask a question related to the material. However, students were just silent when I asked them, so I do not know they understood or not about the material.”

Based on the statement above, it can be known that the students misunderstood the material because they were less interested in asking the teacher about the material. The teacher did not know the students’ understanding. The students just kept quiet when the teachers asked about their understanding.

The statement above was strengthened by the observation that the researcher did. The researcher observed the teaching and

⁶⁸Student 4, *Interview*, Jember Friday 2nd April 2021

⁶⁹Teacher, *Interview*, Jember Thursday 4th March 2021

online learning process doing by the teacher. The researcher found that when the teacher shared the learning videos, the teacher asked the students about their understanding. If they did not understand the material, they could ask the question. But as long as an online class, no one student asked for the teacher-related material. The teacher concluded that students had understood well and gave the students assignment related to the material had given by the teacher before. When doing the assignment, the students still got difficulty in answering the assignments, which means that the students were still misunderstanding the material.⁷⁰

Based on the interview and observation above, it can be concluded that the other internal factors from interest faced by EFL students at 11th Grade SMAK Satya Cendika Jember were misunderstanding the material. They got misunderstanding the material because online learning made the students lack of English practicing. Lack of practice made the students forgot the background knowledge of English they learned before. Also, the students got misunderstanding the material because they were less interested asking a question to the teacher if they still did not understand the material.

⁷⁰Observation on March 3rd 2021

2) Difficult in doing the Assignment

The EFL students since the first time doing online learning got difficult understanding of the instruction and misunderstanding the material. It made them also have difficulty in doing their assignment.

It was explained by student 2, as follows:

“Kesulitan dalam mengerjakan tugas dan banyak salahnya karena tidak paham materi dan soalnya.”⁷¹

“I felt difficult in doing the assignment and there were many wrong answers because I do not understand the material and questions.”

From the explanation above, it can be known that the students’ difficulty in doing the assignments was because they were misunderstanding the material and did not understand the meaning of the question.

Besides, students were also difficult in doing the assignment because they did not understand the instruction from that assignment. It was explained by student 4, as follows:

“kesulitan mengerjakan tugas karena tidak paham instruksinya.”⁷²

“I got difficulty in doing the assignment because I do not understand the instruction.”

It was also supported by student 5, as follows:

“Karena tidak paham materi dan instruksinya, akhirnya kesulitan dalam mengerjakan tugasnya.”⁷³

⁷¹Student 2, *Interview*, Jember Friday 2nd April 2021

⁷²Student 4, *Interview*, Jember Friday 2nd April 2021

⁷³Student 5, *Interview*, Jember Saturday 3rd April 2021

“I got difficulty in doing the assignment because of the misunderstanding of the material and instruction.”

Based on the statement above, it can be known that some students faced difficulties in doing the assignments because they were misunderstanding the material and did not understand the instruction of the assignments.

The statement above was strengthened by the observation that the researcher did. The researcher observed the teaching and online learning process done by the teacher. In the field, the researcher found that the students faced difficulty in doing assignments during online learning. In addition, the students did not ask the teacher to explain more if they got a difficulty. The students were less interested to ask the teacher, they just asked their friends about the assignment. When their friends also did not understand the assignment, they only could answer the assignments independently.⁷⁴

Based on the interview and observation above, it can be concluded that the other internal factors from interest faced by EFL students at 11th Grade SMAK Satya Cendika Jember were difficult in doing the assignment. The students faced difficulty in doing the assignment because they were misunderstood the material and the instruction from the assignment. Also, the students were less

⁷⁴Observation on March 3rd 2021

interested to ask the teacher if they were difficult to understand material and instruction from the assignment.

c. Motivation

Motivation could establish successful learning. In online learning, the students lacked of motivation in doing online learning because they were disturbed with the home atmosphere which made them lazy and bored.

1) Lazy

In online learning, the students did the learning process from their home. It was uncommon for them to be disturbed with the home situations that made them lazy to do something such as online learning.

It was explained by student 9, as follows:

“Karena situasi dirumah membuat males ketika harus pembelajaran daring. Terganggu dengan kegiatan rumah yang membuat jadi males.”⁷⁵

“Home situations make me lazy joining online learning because I am disturbed with home activities that make me lazy.”

It was supported by student 10, as follows:

“Pembelajaran daring dari rumah membuat lebih santai dan males dalam mengikuti kelas online.”⁷⁶

“Online learning from home makes me more relax and lazy to join online classes.”

From the explanation above, it can be known that the students were lazy during online learning because they were

⁷⁵Student 9, *Interview*, Jember Sunday 4th April 2021

⁷⁶Student 10, *Interview*, Jember Sunday 4th April 2021

disturbed with the home activities, such as playing too much mobile phone. Home situations made them lazy to do online learning.

Besides, the students were difficult to manage their time for online learning because they were lazy. It was explained by student 8, as follows:

“Karena sering males dalam daring akhirnya sering terlambat mengerjakan tugas karena lupa dan menunda waktu untuk mengerjakan.”⁷⁷

“I am late to do the assignment because I am lazy to do it. Besides, I forgot and delay the time to do it.”

It was strengthened by the statement student 7, as follows:

“Sering terlambat dalam mengerjakan tugas karena kesulitan mengatur waktu dalam mengerjakan tugas dan lebih sering bermalas-malasan.”⁷⁸

“I am late in doing the assignment because of the difficulty to manage the time and I am lazy.”

It was supported by the teacher explanation, as follows:

“Ada beberapa anak terlambat mengumpulkan tugas. Kadang juga ada yang mengumpulkan hampir mendekati ujian. Saya sudah mengingatkan setiap minggu untuk tugas.”⁷⁹

“There are some students that are late to submit the assignment. Sometimes some students submit it close to the exam. I always remind every week about their assignment.”

Based on the statement above, it can be known that the students' laziness in doing online learning made them difficult to manage time to do the assignment. They were late to submit the assignment which was close to the deadline and they were lazy to do their assignment.

⁷⁷Student 8, *Interview*, Jember Sunday 4th April 2021

⁷⁸Student 7, *Interview*, Jember Sunday 3rd April 2021

⁷⁹Teacher, *Interview*, Thursday 4th March 2021

The statement above was strengthened by the observation that the researcher did. The researcher saw submit time assignments by the students. The teacher explained to the researcher that some students were late to submit the assignment for about an hour or one day. It was seen that some students submitted the assignment at 07.00 PM but the deadline at 05.00 PM. Sometimes, there were some students submitted the assignment almost near the test time. It was seen that some students submitted the assignment on 3rd March 2021 but the deadline was on 5th February 2021. The teacher always reminded the students to do their assignments.⁸⁰

Based on the interview and observation above, it can be concluded that the other internal factors from motivation faced by EFL students at 11th Grade SMAK Satya Cendika Jember were they were lazy in doing online learning. The reason was because the home situation made them disturbed with the home activities, such as playing too much mobile phone. Their laziness in doing online learning also made them difficult to manage their time to do the assignment. Finally, the students were late to submit the assignment on time.

2) Bored

The home atmosphere made the students lazy to do something and it made their online learning felt boring.

⁸⁰Observation on March 3rd 2021

It was explained by student 7, as follows:

“Dalam daring ini kurang penjelasan dari guru dan cenderung membosankan karena dirumah.”⁸¹

“The teacher’s explanation was limited and it makes me bored.”

It was strengthened by the statement of student 8, as follows:

“Kendala ketika daring sih kebanyakan males-malesan dan bosan melakukan kegiatan pembelajaran.”⁸²

“The obstacle during online learning is mostly caused by the laziness and bored to do the learning activity.”

From the explanation above, it can be known that the students were bored in doing online learning because the home atmosphere made them bored to do online learning. There no variation in online learning was also being the factor that caused the students felt bored in doing online learning.

Besides, the students’ boredom made them difficult to be focused and concentrate when doing online classes. It was explained by student 10, as follows:

“Kurang focus and kosentrasi ketika kelas online karena kelasnya membosankan dan terganggu oleh kegiatan lain dirumah.”⁸³

“I am lack of focus and concentration when doing online classes because the class was boring and disturbed by the other activities at home.”

⁸¹Student 7, *Interview*, Jember Saturday 3rd April 2021

⁸²Student 8, *Interview*, Jember Sunday 4th April 2021

⁸³Student 10, *Interview*, Jember Sunday 4th April 2021

It was supported by the teacher statement, as follows:

“Anak-anak kurang fokus selama pembelajaran online. Ketika saya tanya mereka paham dan mereka diam semuanya.”⁸⁴

“The students lack of focus during online learning. When I asked their understanding, they were just silent.”

Based on the statement above, it can be known that students' boredom during online learning made them lacked of focus and concentration in online classes. They felt that learning in school could make them more focused and concentrated. Online learning from home made them disturbed with their home activities and made lacked of focus and concentration.

The statement above was strengthened by the observation that the researcher did. The researcher observed the teaching and online learning process did by the teacher. The teacher gave the students learning videos to explain the materials. The researcher found some students that did not watch the learning videos until finish. It was proven by the duration of the video that was 15 minutes, the teacher had given the videos at 09.00 AM but the students did responded to the teacher's question at 9.05 AM. It indicated that the students were bored in watching the learning video until they finished it. Sometimes, some students did not watch the video given by the teacher.⁸⁵

⁸⁴Teacher, *Interview*, Jember Thursday 4th March 2021

⁸⁵Observation on March 3rd 2021

Based on the interview and observation above, it can be concluded that another internal factor from motivation faced by EFL students at 11th Grade SMAK Satya Cendika Jember was bored when doing online learning. It happened because of the home atmosphere. The students felt bored during the online learning which made them lack of and concentration. At the end, it made them misunderstanding the material given by the teacher.

Based on the finding above, it can be conclude that the internal factors from EFL students' problems in online learning at 11th Grade SMAK Satya Cendika Jember divided into three categories : 1) Intelligence factors they were: difficulty in pronunciation, difficulty in understanding the theory, difficulty in grammatical structures, difficulty in listening comprehension. 2) Interest factors they were: misunderstanding the material, difficulty in doing assignment. 3) Motivation factors they were: lazy, bored.

2. The External Problems of EFL Students' Problems in Online Learning during COVID-19 at 11th Grade SMAK Satya Cendika Jember.

In the field, the researcher also found problems from external factors that made the EFL students difficult in online learning during COVID-19. In online learning, students used technology to do the teaching and learning process. The students got problems from lack of technology and pedagogical E-learning.

a. Technology

Online learning used technology to do the teaching and learning process. Technology which is a tool certainly has deficiencies in use. This deficiency makes the online learning process is disrupted. The students were getting problems with the technical system, such as internet connection and signal.

It was explained by student 1, as follows:

*“Kesulitan lain dalam online learning mengalami masalah koneksi dan sinyal internet. Ketika kelas online tiba-tiba mati lampu akhirnya sinyal jadi terganggu.”*⁸⁶

“Another failure when doing online classes was on the signal which was trouble.”

It was strengthened by the statement from the student 5, as follows:

*“Kadang kendala sinyal dan jaringan. Ketika kelas online Wi-Fi bermasalah dan tidak sedia paketan internet.”*⁸⁷

“Sometimes, I got problems with internet connection and signal. When doing an online class, the Wi-Fi was interrupted and I do not have internet access.”

From the explanation above, it can be known that the students' problems with the technical system were on internet connection and signal. It happened because of the power failure and trouble signal Wi-Fi. Their problems with internet connection and signal made them cannot join the online classes.

The students also got problems with internet connection and signal to submit their assignments.

⁸⁶Student 1, *Interview*, Jember Friday 2nd April 2021

⁸⁷Student 5, *Interview*, Jember Saturday 3rd April 2021

It was explained by student 2, as follows:

“Saya mengalami kesulitan ketika mengirim video tugas di google drive karena kelebihan kapasitas.”⁸⁸

“I got difficulty in submitting the video assignment in Google drive because of over capacities.”

It was supported by the teacher’s statement, as follows:

“Saya biasanya memberikan quis kepada siswa untuk menambah nilai dan sinyal mereka gangguan ketika mengikuti kuis. Ini terjadi karena gangguan sinyal internet.”⁸⁹

“I usually give the Quiz to the students to give score addition, but they got problems with their internet connection and signal. It makes them difficult to join the Quiz.”

Based on the statement above, it can be known that the students got problems with internet connection and signal and it made them difficult to join Quiz given by the teacher. The Quiz given by the teacher was limited time, the students got problems with the internet connection and the signal made them missing the quiz. Also, the students got difficulty to submit their assignments using Google drive because of over capacities.

The statement above was strengthened by the observation that the researcher did. The researcher had seen the teacher whom gave the quiz to the students. Some students did not join the quiz and missing the quiz because they were getting problems with the internet connection and signal. The teacher understood the students’ experience. And the teacher had given the second time for students to join the quiz. The researchers also found the students’ assignments

⁸⁸Student 2, *Interview*, Jember Friday 2nd April 2021

⁸⁹Teacher, *Interview*, Jember Thursday 4th March 2021

could not be opened because of errors in the process of submitting using Google drive. The video file assignments were over capacity and could not be opened by the teacher.⁹⁰

Based on the interview and observation above, it can be concluded that the first external factor in technology faced by EFL students at 11th Grade SMAK Satya Cendika Jember was on internet connection and signal. Problems with the internet connection and signal experienced by the students made them difficult to join Quiz and upload the assignment from the teacher. The students could not join Quiz because their internet connection and signal were in trouble. The students were also difficult to upload their video assignment because the application of technology that they used did not support the video assignment over capacities. It made them uploading their video assignment using another application, such as YouTube.

b. Pedagogical E-learning

In the online learning process, the teachers were required to understand technology to adapt the situation occurs during COVID-19. However, using technology make teacher need a lot of time to prepare the learning tools. Teachers sometimes have problems in preparing for the tools because they are still going through the recording, editing, and uploading process. Besides, to save time the teacher used video learning from YouTube.

⁹⁰Observation on March 3rd 2021

It was explained by the teacher, as follow:

“Ketika harus menyiapkan video pembelajaran dan masih banyak kegiatan lain. kesulitan membagi waktu karena masih harus editing serta uploading video tersebut. Jadi untuk menyingkat waktu saya mengambil video dari youtube untuk dipelajari siswa”⁹¹

“I have many activities especially in preparing the videos for learning. So, I got difficulty to manage time both of editing and uploading the videos. I take videos from YouTube to shorten the time.”

From the explanation above, it can be known that the teacher got difficulty in managing the time to prepare learning tools, such as learning videos. The teacher made it easier to use other peoples' videos from YouTube related to the material. The students watched the learning videos during the online class of English.

Besides, some students could not adapt the teaching style from peoples' videos on YouTube. It was explained by student 2 as follows:

“Saya kurang memahami materi. Guru menggunakan video pembelajaran dari channel YouTube orang lain, dan akhirnya mengalami kesulitan memahami materi karena tidak terbiasa dengan cara mengajar video orang lain tersebut. Karena saya sudah terbiasa dengan cara mengajar guru jadi sulit beradaptasi dengan cara pembelajaran yang lain.”⁹²

“I got misunderstanding the material. The teacher was using other peoples' learning videos from YouTube. I got problems to understand the material because I do not accustom to the teaching style of the video. I was accustomed to the teaching style of my teacher and difficult to adapt the others people teaching styles. ”

It was supported by the statement of student 5, as follows:

“Guru biasanya menggunakan video dari YouTube orang lain, dan saya kesulitan memahami karena tidak terbiasa.”⁹³

⁹¹Teacher, Interview, Jember Thursday 4th March 2021

⁹²Student 2, Interview, Jember Friday 2nd April 2021

⁹³Student 5, Interview, Jember Saturday 3rd April 2021

“Teacher usually used other people learning video from YouTube. And I got difficult to understand because I do not accustom.”

Based on the explanation above, it can be known that the students got difficulty adapting teaching style from other people’s YouTube videos given by the teacher. The students were accustomed to their teacher teaching style, and made them difficult to accustom the new teaching style from YouTube videos.

The statement above was strengthened by the observation that the researcher did. The researcher asked 3 students to watch the learning videos explained by the teacher and other people from YouTube. After they watched the videos, the researcher asked the students about their understanding of videos. Only one student understood both of videos while 2 students did not understand the video explained by other people from YouTube. The students explained that they did not understand the video explained by other people from YouTube because they were not accustomed to the teaching style or explanation style from the video.⁹⁴

Based on the interview and observation above, it can be concluded that another external factor from pedagogical E-learning factors faced by EFL students at 11th Grade SMAK Satya Cendika Jember was they could not adapt teaching style from YouTube video. The students got misunderstanding of the material when it explained by

⁹⁴Observation on March 3rd 2021

other people from YouTube. The teacher usually used the video from YouTube when the teacher did not have time to prepare the learning tools. Making the learning videos were needed more preparing time because it needs editing and uploading the videos. So, the teacher used another people's videos from YouTube to save the time.

Based on the finding above, it can be conclude that the external factors from EFL students' problems in online learning at 11th Grade SMAK Satya Cendika Jember were 1) Technology and 2) Pedagogical E-learning.

3. The Strategies to Overcome EFL Students' Problems in Online Learning during COVID-19 at 11th Grade SMAK Satya Cendika Jember.

In online learning process, strategies were needed to overcome the problems. Strategies are used to ease the understanding of the material. Also, to ease the students in answer the assignments which had gave by the teacher during online learning.

The researcher found some strategies that used by the students and also explained by the teacher. The strategies used by the students were checking the dictionary, browsing the material, asking friends or family, repeating material from video or audio, making schedules, doing some hobbies, using the other application to send the assignments, and using internet packages.

a. Checking the Dictionary

The strategy used by the students to overcome the pronunciation difficulties was mostly by checking the dictionary. Nowadays, dictionaries could be accessed by mobile phones. The students could check the pronunciation and meaning of words through an electronic dictionary or dictionary application on a mobile phone.

It was explained by student 1, as follows:

“Kalau kesulitan dalam pronunciation, biasanya mengecek di aplikasi kamus cara pronunciation yang benar dan juga biasanya ada koreksi dari guru juga.”⁹⁵

“I got difficulty in pronunciation. Usually, I check the electronic dictionary to know the correct pronunciation and got an evaluation from the teacher.”

It was also supported statement by student 6, as follows:

“Untuk mengatasi kesulitan pronunciation biasanya check di kamus bagaimana pelafalan yang tepat.”⁹⁶

“To overcome pronunciation difficulties, I usually checked the dictionary about the correct pronunciation.”

Based on the explanation above, it can be known that the students' strategy to overcome pronunciation difficulties was checking the electric dictionary. Usually, when they got reading assignments, the difficulty was about pronouncing uncommon words. To overcome the difficulties, the students checked the electric dictionary about the correct pronunciation using their mobile phones.

The statement above was strengthened by the observation that the researcher did. The researcher was seen when the students reading

⁹⁵Student 1, *Interview*, Jember Friday 2nd April 2021

⁹⁶Student 6, *Interview*, Jember Saturday 3rd April 2021

practice using Google Meet with the teacher. The teacher asked the students to read a text under the title “*Malin Kundang*” . When the students read the text and they found difficult words to pronounce, they asked permission to the teacher to check the electric dictionary in order to know the correct pronunciation. Then, the teacher gave a chance to check pronunciation from the electric dictionary.⁹⁷

Based on the interview and observation above, it can be concluded that the strategies to overcome difficulty in pronunciation by EFL students at 11th Grade SMAK Satya Cendika Jember was checking the electric dictionary. The students accessed their electric dictionary from their mobile phones to check the correct pronunciations of words that were uncommon for them.

b. Browsing the Material

Misunderstanding the materials faced by the students when doing online learning. Online learning made the students must understand the material independently. To overcome misunderstanding the material, the students used strategy which was browsing the material.

It was explained by student 2, as follows:

*“Untuk mengatasi kurang paham materi biasanya saya browsing terkait materi tersebut.”*⁹⁸

“To overcome the misunderstanding material, I usually browse related to the material.”

⁹⁷Observation on March 2nd 2021

⁹⁸Student 2, *Interview*, Jember Friday 2nd April 2021

It was also supported statement by student 3, as follows:

“Dan kalau kurang paham materi saya browsing kak atau tanya temen terkait materi yang kurang dipahami.”⁹⁹

“And when I do not understand the material, I browse the material or I ask to my friends related to the material that I do not understand.”

From the explanation above, it can be known that the strategy used by the students to overcome their misunderstanding of the material was browsing the material on the internet. The students browsed the material to know about the material they did not understand. The teacher also knew that students browsed the material.

It was explained by the teacher, as follows:

“Beberapa siswa dalam jawaban tugasnya sama dengan yang ada di internet. Ini berarti mereka browsing terkait materi yang mereka tidak paham.”¹⁰⁰

“Some students answered their assignment similar with on the internet. It indicated that the students browse the material they did not understand.”

Based on the teachers’ explanation above, some students browsed the material to answer their assignments. It was seen from their answer that is similar within the internet. The teacher understood that the students were misunderstanding the material and browsing on the internet for answering the assignments.

The statement above was strengthened by the observation that the researcher did. The researcher asked students to show the website that they used to browse the material. The students were mostly using

⁹⁹Student 3, *Interview*, Jember Friday 2nd April 2021

¹⁰⁰Teacher, *Interview*, Jember Thursday 4th March 2021

a blog website to look for the material. Blog websites were used by the students, such as Brainly.com and Kampung Inggris.com. The students explained to the researcher that the website was provided the material that they searched. And the explanation about material from that website was easier to understand.¹⁰¹

Based on the interview and observation above, it can be concluded that the strategies to overcome misunderstanding material by EFL students at 11th Grade SMAK Satya Cendika Jember was browsing material on the internet. The students used blog websites to look for the material they did not understand, such as Brainly.com and Kampung Inggris.com. Also, the students browsed the answer on the internet to do their assignments which they felt difficult to do their assignments.

c. Asking Friend or Relatives

Another strategy used by the students to overcome misunderstanding material and difficulty in doing the assignments was asking friends or relative related to the material and assignments did not understand by them.

It was explained by student 10, as follows:

“Kalau kesulitan memahami materi dan kesulitan tugas tanya sama temen.”¹⁰²

“I am asking my friends when I got difficulty in comprehending the assignment.”

¹⁰¹Observation on March 2nd 2021

¹⁰²Student 10, *Interview*, Jember Sunday 4th April 2021

It was also supported by student 9, as follows:

“kesulitan dalam memahami video pembelajaran dari guru dan biasanya tanya sama temen.”¹⁰³

“When I got difficulty in understanding the learning videos from the teacher, I ask my friends.”

From the explanation above, it can be known that the strategy used by the students to overcome their misunderstanding of the material was asking their friends about the material that they did not understand. The students seldom asked the teacher question related to material because they were shy to their teacher. However, the teacher told to students if they were misunderstanding the material they could ask a question related to the materials. It was explained by the teacher, as follows:

“Ketika selesai menjelaskan materi, saya biasanya memberi tahu kepada siswa jika belum paham bisa ditanyakan. Namun sedikit siswa yang bertanya yang lainnya hanya diam.”¹⁰⁴

“When I finished explaining the material, I asked to students whether they understand the material or not. However, most students were only silent and did not ask about the material.”

Besides, the students also asked their relatives if they got misunderstanding material. It was explained by student 2, as follows:

“Jika kurang paham biasanya saya bertanya sama saudara yang paham bahasa inggris.”¹⁰⁵

“If I got difficulty in comprehending, I asked my relatives who understood English better.”

The statement above was strengthened by the observation the researcher did. The students tell to the researcher their classmates that

¹⁰³Student 9, *Interview*, Jember Sunday 4th April 2021

¹⁰⁴Teacher, *Interview*, Jember Thursday 4th March 2021

¹⁰⁵Student 2, *Interview*, Jember Friday 2nd April 2021

they asked about the material when got difficulties. The students explained that sometimes they could not ask their friends because their friends also did not understand the material. And the last strategy used by the students was browsing material on the internet.¹⁰⁶

Based on the interview and observation above, it can be concluded that the strategy to overcome misunderstanding material by EFL students at 11th Grade SMAK Satya Cendika Jember was asking their friends and relatives who understand the English material. The students used those strategies to make them easier in understanding the material. And the teacher told the students if they got misunderstanding the material they could ask the question. But the students were shy and hesitate to ask about the material to the teacher.

d. Repeating Material

Repeating material had given by the teacher was the strategy used by the students when experiencing misunderstanding material. The students used these strategies when they have asked friends or relatives but still did not get an answer.

It was explained by student 3, as follows:

“Selain browsing materi saya juga mengulang- ngulang materi yang diberikan guru agar bisa paham.”¹⁰⁷

“Instead of browsing the material, I also repeated the material given by the teacher to understand the material.”

¹⁰⁶Observation on March 2nd 2021

¹⁰⁷Student 3, *Interview*, Jember Friday 2nd April 2021

It was also supported by student 8, as follows:

“Jika sudah dak paham saya ulang-ulang video materi dari guru supaya paham.”¹⁰⁸

“If I still do not understand the material, I was repeating the videos given by the teacher to gain information more.”

Based on the statement above, it can be known that the strategy used by the students to overcome misunderstanding material was repeating the material given by the teacher. The students repeated the material to make them understood the material. The teacher also explained that the students repeating the learning video to make them understand.

It was explained by the teacher, as follows:

“kadang ada beberapa siswa yang mengulang-ulang video untuk membuat mereka paham.”¹⁰⁹

“Sometimes some students are repeating the learning video to make them understand.”

The statement above was strengthened by the observation that the researcher did. The researcher observed the learning videos from the teachers’ YouTube channel. The video has been watched 40 views, the amount students from 11th Grade were 36 students. It means that there were some students repeating the learning videos to make them understand the materials. It happened to find the keyword from the teacher’s explanation.¹¹⁰

Based on the interview and observation above, it can be concluded that the strategy to overcome misunderstanding material by

¹⁰⁸Student 8, *Interview*, Jember Sunday 4th April 2021

¹⁰⁹Teacher, *Interview*, Jember Thursday 4th March 2021

¹¹⁰ Observation on March 3rd 2021

EFL students at 11th Grade SMAK Satya Cendika Jember was repeating the material. Repeating the material had been done by the students to find the keyword from the teacher's explanation and make them understood well.

e. Making Schedule

The online learning done from home made the students lazy to do anything because of the home situation. It made them difficult for the students in managing their time to do assignments and take online classes. The strategy used by the students to overcome this problem was making schedules for their daily activities.

It was explained by student 8, as follows:

“Sering males dan bosan ketika melakukan daring jadinya sering nunda tugas dan kelupaan kalau sekarang sudah buat jadwal sendiri agar lebih mudah dalam mengatur waktunya.”¹¹¹

“I am lazy and bored during online learning. I always delay doing my assignments. And now, I make a schedule to make me easier in managing the time.”

It was supported by statement student 10, as follows:

“kesulitan dalam mengatur waktu dalam pembelajaran daring untuk mengatasi hal itu dijadwalin untuk lebih teratur.”¹¹²

“The difficulty in managing time during online learning can be solved by making a schedule.”

Based on the explanation above, it can be known that the students overcome the difficulty to manage time during online learning by making schedules. The students felt bored and lazy when doing

¹¹¹Student 8, *Interview*, Jember Sunday 4th April 2021

¹¹²Student 10, *Interview*, Jember Sunday 4th April 2021

online learning which made them difficult to manage the time, such as working on their assignments. So that, they made schedules by themselves to organize, their activities in doing online learning or working on their assignments.

The statement above was strengthened by the observation that the researcher did. The researcher asked the students to show their schedules of daily activities when doing online learning. Their schedule consists of day, time, and the activities of the day.¹¹³

Based on the interview and observation above, it can be concluded that the strategy to overcome difficulties in managing the time during online learning by EFL students at 11th Grade SMAK Satya Cendika Jember was making schedules. The students made schedules to organize their daily activities when doing online learning.

f. Doing some Hobbies

The students felt bored in doing online learning because the home atmosphere made them lazy and bored. The strategy used by the students to overcome laziness and boredom when doing online learning was doing some hobbies, such as playing the game and watching YouTube.

It was explained by student 2, as follow:

“Kalau udah bosan dan males dalam pembelajaran daring biasanya saya melakukan hobby seperti main game dan nonton YouTube.”¹¹⁴

¹¹³Observation on March 3rd 2021

¹¹⁴Student 2, *Interview*, Jember Friday 2nd April 2021

“When I am bored and lazy in doing online learning, I usually do my hobbies, such as playing the game and watching YouTube videos.”

It was supported by student 3, as follows:

“Kalau udah bosan selama daring melakukan hobby sih seperti gambar, nulis dan nonton YouTube.”¹¹⁵

“When I am bored during online learning, usually I do my hobby, such as drawing, writing, and watching YouTube videos.”

Based on the explanation above, it can be known that the students overcome their laziness and boredom during online learning by doing some hobbies. It can restore their mood or energy for doing online learning.

Besides, the teacher also felt lazy and bored when doing online learning teaching. It was explained by the teacher, as follows:

“Kadang merasa males dan bosan ketika harus buat materi pembelajaran karena ada kesibukan lain sulit dalam membagi waktu. Jika seperti itu saya biasanya istirahat dan melakukan hobby.”¹¹⁶

“Sometimes I feel lazy and bored to make videos for learning. Disturbed by the other activities, I got difficulty to manage time. When I was lazy and bored, I usually take a break and do some hobbies.”

From the teacher statement above, it can be known that the teacher also felt lazy and bored to make learning videos and materials. The teacher overcame the laziness and boredom when preparing online learning teaching tools by doing some hobbies same with the students,

¹¹⁵Student 3, *Interview*, Jember Friday 2nd April 2021

¹¹⁶Teacher, *Interview*, Jember Thursday 4th March 2021

such as playing the game and watching videos on YouTube or Instagram.

The statement above was strengthened by the observation that the researcher did. The researcher observed the teaching and online learning process done by the teacher. When the teacher prepared for the material while the teacher was waiting for uploading the learning video on YouTube, he played the game to wait until the videos have uploaded. The teacher also watched videos when waiting for students to ask the question related to the material if they still did not understand.¹¹⁷

Based on the interview and observation above, it can be concluded that the strategy to overcome laziness and boredom during online learning by EFL students and the teacher at 11th Grade SMAK Satya Cendika Jember was doing some hobbies. The hobbies were carried out by the students and teacher such as playing the game and watching videos on YouTube. Doing some hobbies made them feel good and energized to do online learning.

g. Using Other Application

The students got difficulty when uploading their assignments using Google Drive due to limited capacities. The strategy used by students to overcome these problems was using other applications, such as YouTube or Social Media to upload their assignments.

¹¹⁷Observation on March 3rd 2021

It was explained by student 2, as follows:

“Kesulitan ketika mengirim video tugas terkadang karena kelebihan ukuran atau kapasitas tidak bisa mengirim akhirnya menggunakan alternative lain untuk mengirim tugas seperti YouTube”¹¹⁸

“The difficulty when sending assignments was video because of the limited capacity. Finally, I use other alternatives to send such as YouTube.”

It was supported by student 3, as follows:

“Ketika upload tugas terjadi masalah koneksi atau ukuran di google drive akhirnya tidak bisa dikirim kemudian menggunakan aplikasi lain YouTube”¹¹⁹

“When uploading the assignments sometimes I got trouble with the internet connection or capacities. The video assignments cannot upload. Finally, I use another application, such as YouTube”

Based on the explanation above, it can be known that the students overcome deficiency technology by using the other application. The students felt difficult in uploading video assignments because of deficiency from technology. The students uploaded the video assignments using Google Drive, and students got difficulty when their video assignments limited capacities and cannot be uploaded in Google Drive. The students have to use another application to upload the video assignments. They used YouTube to replace Google Drive.

Besides, the teacher also felt difficult with technology when he evaluated the students’ assignments. It was explained by the teacher, as follows:

¹¹⁸Student 2, *Interview*, Jember Friday 2nd April 2021

¹¹⁹Student 3, *Interview*, Jember Friday 2nd April 2021

“Kendalanya biasanya ketika ngoreksi tugas. Di google classroom itu tidak bisa maksimal karena keterbatasan tools. Saya gunakan Microsoft Pin untuk mengoreksi karena tools nya mendukung.”¹²⁰

“The Google classroom cannot be maximum because of limited tools. It makes me got problems when I evaluated the students’ assignment. I used Microsoft Pin to evaluate the students’ assignments because of more supported tools.”

From the explanation above, it can be known that the teacher also got difficulty when evaluating students’ assignments because of limited tools in the Google classroom. The teacher used another application such as Microsoft Pin to ease the evaluation. Microsoft Pin is a more supported tool to do evaluation the students’ assignments.

The statement above was strengthened by the observation that the researcher did. The teacher gave the researcher students’ assignment that had been evaluated by using Microsoft Pin. And also the teacher showed the students’ assignments that had been uploaded by the students using YouTube because they had trouble with Google drive.¹²¹

Based on the interview and observation above, it can be concluded that the strategy to overcome difficulties in uploading video assignments and difficulty to evaluate students’ assignment by EFL students and the teacher at 11th Grade SMAK Satya Cendika Jember was using the other application. The students used YouTube to upload their video assignments because Google drive was limited capacities

¹²⁰Teacher, Interview, Jember Thursday 4th March 2021

¹²¹Observation on March 3rd 2021

for videos. Besides, the teacher used Microsoft Pin to evaluate the students' assignments.

h. Using Internet Packages

The technical problems were also experienced by the students when they were doing online learning. Internet connection and unstable network/ signal when using Wi-Fi make the students used the alternative to keep take online classes and doing the online learning. The strategy used by the students to overcome those problems was using internet packages to do online learning.

It was explained by student 3, as follows:

“Ketika padam saat melakukan pembelajaran daring biasanya saya telfon orang tua untuk dibelikan paketan agar tetap bisa mengikuti pembelajaran daring.”¹²²

“Power failure happens when online learning, I usually call my parents to buy me internet packages to keep doing online learning.”

It was also supported by student 8, as follows:

“kadang tiba-tiba Wi-Fi bermasalah ketika pembelajaran online. Saya gunakan paket internet untuk tetap mengikuti kelas online.”¹²³

“Sometimes, Wi-Fi was interrupted during online classes. I used internet quota to keep joining the online class.”

From the explanation above, it can be known that the students used internet packages when getting into trouble with internet connection and signal Wi-Fi. They used internet packages to keep joining the online learning.

¹²²Student 3, *Interview*, Jember Friday 2nd April 2021

¹²³Student 8, *Interview*, Jember Sunday 4th April 2021

The statement above was strengthened by the observation that the researcher did. The researcher asked the students to show the internet packages they were using for online learning. The students showed internet packages had given by Education Ministry (Kemendikbud). Education Ministry (Kemendikbud) gave free internet packages to be used by students to do online learning in a pandemic situation.¹²⁴

Based on the interview and observation above, it can be concluded that the strategy to overcome internet connection and signal trouble by EFL students at 11th Grade SMAK Satya Cendika Jember was using the internet packages. The students used internet packages to keep joining online learning. Power failure when doing online learning made the internet connection and signal getting trouble. The students used internet packages to overcome those troubles.

Based on the finding above, it can be conclude that the external factors from EFL students' problems in online learning at 11th Grade SMAK Satya Cendika Jember were 1) checking the dictionary, 2) browsing the material, 3) asking friends and relatives, 4) repeating materials, 5) making schedules, 6) doing some hobbies, 7) using the other application, and 8) using internet packages.

¹²⁴Observation on March 3rd 2021

Table 2
The Result of Research Findings

No	Research Focus	Research Finding
1	2	3
1	What are the Internal factors of EFL students' problems in Online Learning during COVID-19 at 11 th Grade SMAK Satya Cendika Jember?	a. Intelligence <ol style="list-style-type: none"> 1. Difficulty in Pronunciation 2. Difficulty in Understanding the Theory 3. Difficulty in Grammatical Structures 4. Difficulty in Listening Comprehension b. Interest <ol style="list-style-type: none"> 1. Misunderstanding the materials 2. Difficulty in doing Assignment c. Motivation <ol style="list-style-type: none"> 1. Lazy 2. Bored
2	What are the External factors of EFL students' problems in Online Learning during COVID-19 at 11 th Grade SMAK Satya Cendika Jember?	a. Technology b. Pedagogical E-learning
3	What are the strategies to overcome EFL students' problems in Online Learning during COVID-19 at 11 th Grade SMAK Satya Cendika Jember?	a. Checking the dictionary b. Browsing the materials c. Asking friends and relatives d. Repeating materials e. Making schedule f. Doing some hobbies g. Using the other application h. Using internet packages

C. Discussion on the Result of Data Analysis

The findings of the discussion communicate between the results of this research and based on the theory. The detail of the discussion explained as follows:

1. The Internal Problems of EFL Students' Problems in Online Learning during COVID-19 at 11th Grade SMAK Satya Cendika Jember.

The Internal problems faced by EFL students in online learning during COVID-19 at 11th Grade SMAK Satya Cendika Jember were divided into three categories, 1) intelligence, 2) interest, and 3) motivation.

The first was intelligence. The researcher found that the intelligence problems in online learning were difficult pronunciation in reading, difficult in understanding the theory, difficult grammatical structures, and less comprehension in listening. The students felt difficult in pronouncing the words on the text because they found uncommon vocabularies and similar words. Also, the students in online learning got difficult understanding material because of less practice in online learning and forgot their background knowledge of English. The students felt difficult in grammatical structure when doing writing assignments that had been given by the teacher. Then, the students got less comprehension in listening when they were watching video and audio learning that had been given by the teacher.

The second was interest. The researcher found that the interest problems in online learning were misunderstanding the materials and

difficulty in doing assignments. The students felt misunderstanding the materials and difficult in doing the assignments because the students were less interested to ask the teacher if they got difficulty in understanding material and instruction from the assignments.

The third was motivation. The researcher found that the motivation problems in online learning were lazy and bored. The students felt lazy and bored during the online learning because they were disturbed by the home situations. The laziness and boredom make the students late to submit their assignments, lack of focus, and concentration during online classes. It made them misunderstanding the material given by the teacher.

The findings above were suitable with Ahmadi's theory on "Psikologi Belajar". The internal factors of learning difficulties were caused by psychological factors. There were four categories, they were 1) Intelligent, 2) Aptitude, 3) Interest, 4) Motivation. Ahmadi said that intelligent factors are related to the students' IQ to solve problems easily and can understand the material. Besides, aptitude factors are a natural ability carried since was born. In addition, interest is the feeling of wanting to give your attention to something or of wanting to be involved with and to discover more about something. The last, motivation is probably the most frequently used catch-all term for explaining the success or failure of virtually any complex task. It is easy to assume that success in any task was due simply to the fact that someone is motivated.¹²⁵

¹²⁵ Abu Ahmadi, and Widodo Supriyono. *Psikologi Belajar*. (Jakarta:PT. Rineka Cipta, 2008)

The findings of intelligence factors include 1) difficult pronunciation in reading, 2) difficulty to understand the theory, 3) difficult grammatical structures, 4) less comprehension in listening were suitable with Akujobi & Chukwu's theory. Akujobi & Chukwu said that many factors influence students in learning English including the influence of mother tongue, media used, teacher experiences in teaching, different cultural backgrounds, big classes, as well as students' attitude towards English learning. The students' difficulty to pronounce in reading because of influence of mother tongue, the difficulty to pronounce uncommon vocabularies caused by their region language influence them.¹²⁶

The findings of difficulty in understanding the theory and less comprehension in listening were suitable with Akujobi & Chukwu's theory. Akujobi & Chukwu said that media used can influence students in learning English. The students got difficulties of understanding the theory and less comprehension in listening, caused by the learning video that watching by the students. The teacher who used video learning from YouTube made students could not adapt the teaching style from that video. The students could not understand the explanation and audio from that video. The students felt difficult of grammatical structures came from the big class category so that they felt difficult to make sentences in the writing assignment that given by the teacher.

¹²⁶Akujobi, O. S., & Chukwu, E. "Challenges of Effective English Language Learning in Nigeria Secondary Schools". *International Journal of Arts and Humanities*, Vol. 1 No.4 (2012), 57- 68

The findings about misunderstanding the materials and difficulty doing assignment in interest factors were suitable with Davis's theory from "Teaching ESL: 10 Common Problems in the Classroom". Davis said that less motivated students also became one of the biggest barriers for teachers to be solved. Davis's statement was related to the findings which is the students were misunderstanding the materials and difficulty in doing assignments because they did not have the interest to ask the question to the teacher about materials that they did not understand.¹²⁷

The findings about lazy and bored in motivation factors were suitable with the article written by Ponmozhi & Thenmozhi entitled "Difficulties Faced by the Rural Students in Learning". As the research was done by Ponmozhi & Thenmozhi, where then students' lack of motivation, unsupported environment, school, organization also becomes a generating point related to students' English language proficiency outcomes. The findings were the students were lazy and bored in doing online learning because of a lack of motivation and the home atmosphere. The students' laziness and boredom made them lack focus and concentration in doing online learning.¹²⁸

Based on the research findings which were supported by the theories, it can be concluded that the internal problems faced by EFL students in online learning during COVID-19 at 11th Grade SMAK Satya

¹²⁷Jeff Davis . Teaching ESL: 10 Common Problems in the Classroom. (2016)

¹²⁸D Ponmozhi and A Thenmozhi. "Difficulties Faced by the Rural Students in Learning English at Higher School Level". *IOSR Journal Of Humanities And Social Science*, Vol.22 No.6 (2017), 31-34

Cendika Jember were difficult pronunciation in reading, difficulty to understand the theory, difficulty grammatical structure, less comprehension in listening, misunderstanding the material, difficulty in doing the assignment, lazy and bored.

2. The External Problems of EFL Students' Problems in Online Learning during COVID-19 at 11th Grade SMAK Satya Cendika Jember.

The External problems faced by EFL students in online learning during COVID-19 at 11th Grade SMAK Satya Cendika Jember were 1) Technology and 2) Pedagogical E-learning.

The first was technology. In the online learning process, the students used technology to do online learning. As we know that, technology which is a tool certainly has deficiencies in use. This deficiency makes the online learning process was disrupted. The students felt difficulty with technical problems, such as the internet connection and the signal, and they were difficult in submitting the videos assignment because of limited capacities.

The second was pedagogical E-learning. The students cannot adapt to the teaching style from YouTube videos. The students got misunderstanding the material which was not explained by the teacher. The teacher usually used the video from YouTube because the teacher did not have time to prepare the learning tools.

The findings above were suitable with the article written by Nurul Islam, Martin D Beer, France Slack, Based on the article entitled “E-learning Challenges Faced by Academic in Higher Education: A Literature Review” There are five categories of E-learning challenges which were 1) learning style and cultural challenges, 2) pedagogical E-learning, 3) technology challenges, 4) technical training and 5) time management challenges. This article explained that technology can be a challenge in the online learning process, technology has deficiencies in used. Technology also got problems with the technical system such as the internet connection and the signal. Besides, pedagogical E-learning is also being challenged in online learning. Successful pedagogy required the teacher to understand how students learn the design and deliver course material, mentoring students appropriately. So that, the knowledge and skills are could be passed on. The students in online learning cannot adapt the pedagogical of learning videos from YouTube which is the explanation is different from the teacher. It can be a challenge for the teacher to make pedagogical E-learning that easier to be understood by the students.¹²⁹

Based on the research findings which were supported by the theories, it can be concluded that the external problems faced by EFL students in online learning during COVID-19 at 11th Grade SMAK Satya Cendika Jember were technology and pedagogical E-learning.

¹²⁹Nurul Islam, Martin D Beer, France Slack, (2015). E-learning Challenges Faced by Academics in Higher Education: A literature Review. *Journal of Education and Training studies* 3(5), 103.

3. The Strategies to Overcome EFL Students' Problems in Online Learning during COVID-19 at 11th Grade SMAK Satya Cendika Jember.

The strategies to overcome the EFL students' problems in online learning during COVID-19 at 11th Grade SMAK Satya Cendika Jember were, 1) checking the dictionary, 2) browsing the materials, 3) asking friends and relatives, 4) repeating materials, 5) making schedules, 6) doing some hobbies, 7) using the other application, and 8) using internet packages.

The first was checking the dictionary. The students' strategy to overcome the difficulty in pronunciation was by checking the electronic dictionary. The students accessed their electronic dictionary from their mobile phones to check the correct pronunciation of words that they felt difficult to pronounce.

The second was browsing the materials. The students' strategy to overcome misunderstanding materials was by browsing material on the Internet. The students used blog websites to look for the material they did not understand, such as Brainly.com and Kampung Inggris.com. The students also browsed for the answer on the internet to do their assignments that they felt difficult in doing the assignment.

The third was asking friends and relatives. The students' strategies to overcome misunderstanding materials were by asking friends and relatives. The students were shy and hesitate to ask about the material to

the teacher. The students were more comfortable asking their friends and relatives.

The fourth was repeating materials. The students' strategy to overcome misunderstanding materials was by repeating materials. Repeating the materials can help the students to find the keyword from the teacher's explanation and make them understand more about the materials.

The fifth was making schedules. The students' strategy to overcome difficulty in managing the time during online learning was making schedules. The students made a schedule to organize their daily activities when doing online learning.

The sixth was doing some hobbies. The students' strategy to overcome laziness and boredom during online learning was by doing some hobbies, such as playing the game and watching videos on YouTube. It makes them restore their mood or energy to do online learning again.

The seventh was using the other applications. The students' strategy to overcome the difficulty in submitting the assignment during online learning was by using the other application. The students used other applications such as YouTube to upload their video assignments because of Google drive have limited capacities for videos.

The eighth was using internet packages. The students' strategy to overcome the technical problems, such as the internet connection and the signal during online learning was by using internet packages. The students

used internet packages to keep joining online learning. Power failure when doing online learning makes internet connection and signal getting trouble.

O' Malley and Chamot recognized three basic types of strategies. First, meta-cognitive strategies refer to the actions that learners use consciously. Second, cognitive strategies are separate learning activities and activities that are used by the learners to understand the linguistic input and get knowledge. The last, socio-affective strategies that learners use to learn by interaction with their classmate and question that they ask from the teacher to understand the special subject, remove or lower their anxiety¹³⁰.

The findings of the strategies doing some hobbies, using the other application, and using internet packages are included of meta-cognitive strategies. The strategies of checking the dictionary, browsing the material, repeating materials, and making schedules are included cognitive strategies. Also, the strategies of asking friends and relatives were included of socio-affective strategies.

Furthermore, the findings above also were suitable with Rebecca's theory. Rebecca identifies six general types of learning strategies: they are memory strategies, cognitive strategies, compensation strategies, meta-cognitive strategies, affective strategies, social strategies¹³¹. First, memory strategies help the students in storing and retrieving the information.

¹³⁰J. M. O'Malley and A. U. Chamot, *Learning Strategies in Second Language Acquisition*, (London: Cambridge University Press, 1990), 87.

¹³¹Rebecca L Oxford. *Language learning strategies: What every teacher should know*. University of Alabama. (Boston :Heinle & Heinle publications, 1990)

Second, cognitive strategies enable the students to understand and produce new language. Third, compensation strategies allow the students to communicate despite deficiencies in their language knowledge. Fourth, meta-cognitive strategies allow the students to control their learning through organizing, planning and evaluating. Fifth, affective strategies help the students to control their emotions, attitudes, motivation, and value. The last, social strategies help the students interact with other people.

The findings of repeating the material are included of memory strategies. The students memorize vocabulary and information explained by the teacher during online learning. Next, the finding of browsing the materials and checking the material are included of cognitive strategies.

The students got new information about learning English from the internet. The finding of making schedules is included of meta-cognitive strategies. The students were organizing and planning their schedules during online learning to make them control their learning activities. The findings of doing some hobbies are included of affective strategies. Doing some hobbies could help the students to increase their motivation and emotions to do online learning. The findings of asking friends and relatives are included in social strategies. The students ask their friends and relatives to understand the material.¹³²

¹³²Rebecca L Oxford. *Language learning strategies: What every teacher should know*. University of Alabama. (Boston :Heinle & Heinle publications, 1990)

The findings of using the other application and using internet packages were the strategies used by the students to overcome the technical problem in online learning. The strategies have been chosen by the students as an alternative during online learning.

Based on the research findings which were supported by the theories, it can be concluded that the strategies to overcome EFL students' problems in online learning during COVID-19 at 11th Grade SMAK Satya Cendika Jember were checking the dictionary, browsing the material, asking friends and relatives, repeating material, making schedules, doing some hobbies, using the other application and using internet packages.



CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher presents the conclusion of the research and suggestions for English teachers, students, and further researchers who are interested in similar research.

A. Conclusion

The objectives of this research were to find out the EFL students' problems in online learning during COVID-19 and the strategies to overcome it. Based on the research findings and discussion in this previous chapter, it can be concluded that:

1. The internal factors of EFL students' problems in online learning were divided into three categories. The first category was intelligence, included difficulty in pronunciation, difficult to understand the theory, difficulty in grammatical structures, difficult in listening comprehension. The second category was interest, included misunderstanding the materials, and difficult in doing assignments. The last category was the motivation, included lazy and bored during online learning.
2. The external factors of EFL students' problems in online learning were technology and pedagogical E-learning.
3. The strategies used by EFL students and the teacher to overcome the internal factors of students' problems in online learning were checking the dictionary, browsing the materials, asking friends and relatives,

repeating materials, making schedules, and doing some hobbies. Besides, the strategies to overcome the external factors of students' problems in online learning were by using the other application to submit their assignments and using internet packages to overcome the technical problems, such as signal and the internet connection.

B. Suggestions

The findings of the research were expected to be useful for English teachers, students, and further researchers.

1. For English teachers, it was expected to be able to explore the kinds of EFL students' problems in online learning, so that the teacher can give the appropriate strategy to overcome it.
2. For the further researcher, it was expected to be able to search about the exploring strategies of problems at the other skills and situations of English. So that all of the students' problems on English skills can be known, then the strategies can be explored by the further researcher.

IAIN JEMBER

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PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan dibawah ini:

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Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Institusi : UIN KH Ahmad Siddiq Jember

Dengan ini menyatakan bahwa isi skripsi yang berjudul "Exploring Strategies to Overcome the EFL Students' Problems in Online Learning during COVID-19 at 11th Grade of Sekolah Menengah Atas Katolik (SMAK) Satya Cendika Jember." adalah hasil dari penelitian/karya saya sendiri, kecuali pada bagian-bagian yang dirujuk sumbernya.

Demikian pernyataan keaslian tulisan ini saya buat dengan sebenar-benarnya.

Jember, 6 Juni 2021

Saya yang menyatakan



Andini Nailatus Sarifah
NIM. T20176058

MATRIX OF RESEARCH

Title	Variable	Sub Variable	Indicator	Source of Data	Research Method	General Question
EXPLORING STRATEGIES TO OVERCOME THE EFL STUDENTS' PROBLEMS IN ONLINE LEARNING DURING COVID-19 AT 11 th GRADE OF SEKOLAH MENENGAH ATAS KATOLIK (SMAK) SATYA CENDIKA	EFL students' problem in online learning	1. Internal factors 2. External factors	1. Lack of concentration 2. Lack of calm 3. Difficulty in understanding materials without teacher's assistance 4. Internet connection problems 5. Material must be understood by themselves 6. The teacher cannot teach them directly	1. Primary Data a. The second grade of students at SMAK Satya Cendika Jember 2. Secondary Data a. Literature b. Document	1. Approach and kinds of research: Qualitative Descriptive 2. Data Collection: - Observation - Interview - Document Review 3. Data Analysis: Miles and Huberman Model 4. Stages of Data Analysis: • Data Condensation • Data Display • Drawing and Verifying Conclusion	1. What are the Internal factors of EFL students' problems in online learning during COVID-19 at 11 th Grade SMAK Satya Cendika Jember? 2. What are the External factors of EFL students' problems in online learning during COVID-19 at 11 th Grade SMAK Satya Cendika Jember? 3. How the strategies to overcome EFL Students' problems in Online Learning during COVID-19 at 11 th Grade

JEMBER				<p>5. Validation of data: Triangulation of Technique</p> <ul style="list-style-type: none"> • Triangulation of Method • Triangulation of Source 	<p>SMAK Satya Cendika Jember?</p>
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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Nomor : B. /In.20/3.a/PP.00.9/
Sifat : Biasa
Lampiran : -
Hal : **Permohonan Ijin Penelitian**

Yth. Kepala SMAK Satya Cendika Jember
Jl. Majapahit No. Blok X/16, Krajan, Sempusari, Kec. Kaliwates, Kabupaten Jember

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama : Andini Nailatus Sarifah
NIM : T20176058
Semester :
Prodi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai ***Exploring Strategies to Overcome The EFL Students' Problems in Online Learning During COVID-19 at Second Grade of Sekolah Menengah Atas Katolik (SMAK) Satya Cendika Jember*** selama hari di lingkungan lembaga wewenang Bapak/Ibu Drs. Agustinus Dwijatmoko.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Guru Mata Pelajaran Bahasa Inggris kelas XI

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

Jember,
Dekan
Wakil Dekan Bidang Akademik,



Mashudi



SEKOLAH MENENGAH ATAS KATOLIK SATYA CENDIKA
TERAKREDITASI A

Jl. Mojopahit X-16 Telp. 0331 - 481014 Jember
Fax. 0331-427775 E-mail. satyacendika@gmail.com

SURAT KETERANGAN

Nomor : 995/104.33/SMAK.SC-JBR/F/2021

Yang bertanda tangan dibawah ini :

Nama : Drs. Agustinus Dwijatmoko
Jabatan : Kepala Sekolah
Satuan Pendidikan : SMAK Satya Cendika
NPSN : 20523806
Alamat : Jalan Mojopahit Blok X-16

Menerangkan dengan sesungguhnya bahwa:

Nama : Andini Nailatus Sarifah
NIM : T20176058
Semester :
Prodi : TADRIS BAHASA INGGRIS

Dengan ini telah melaksanakan Penelitian/Riset mengenai **Exploring Strategies to Overcome The EFL Student's Problems in Online Learning During Covid-19** di SMAK Satya Cendika mulai tanggal 2 Maret – 4 April 2021.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana semestinya.

Jember, 3 Juni 2021

Kepala Sekolah



Drs. Agustinus Dwijatmoko

JOURNAL OF RESEARCH ACTIVITIES

Name : Andini Nailatus Sarifah
NIM : T20176058
Title : Exploring Strategies to Overcome the EFL Students' Problems in Online Learning during COVID-19 at 11th Grade of Sekolah Menengah Atas Katolik (SMAK) Satya Cendika Jember.
Location : SMAK Satya Cendika Jember

No	Day, Date	Activities	Initials
1	Tuesday, 2 nd March 2021	The researcher was giving the research permission letter	Andini
2	Wednesday, 3 rd March 2021	The researcher observed the online learning activities and system doing by the teacher	Andini
3	Thursday, 4 th March 2021	The researcher interview the English teacher and observed the strategies use by the teacher to solve the problem in online learning of English	Andini
4	Wednesday, 24 th March 2021	The researcher contact the students and setting the schedule to online interview	Andini
5	Friday, 2 nd April 2021	The researcher interview students 1, 2, 3, 4	Andini
6	Saturday, 3 rd April 2021	The researcher interview students 5, 6, 7	Andini
7	Sunday, 4 th April 2021	The researcher interview students 8, 9, 10	Andini

Jember, 6th April 2021

The Headmaster



Drs. Agustinus Dwijatmoko.



The researcher interviewed the English teacher of SMAK Satya Cendika Jember

Petunjuk Tugas Siswa

Tenggat: 3 Mar 03.15

**PERSONAL LETTER:
POST-TEST**

100 poin

TASKS:

1. **READING ALOUD** (reading a text with a loud voice to stimulate the students' reading interest)
2. **READING COMPREHENSION** (answering some questions related to the text)

INSTRUCTIONS:

1. **CREATE** or **RECORD** a video (**FACECAM ON**) which shows your performance of reading aloud. (Task 1)
2. **ANSWER** the questions of the text on your answer sheet. (Task 2)
3. **SUBMIT** your work at least 7 days after this meeting.
4. **DON'T BE LATE** to submit your work unless you want score reduction!
5. **MAKE SURE** your work is original or made by your own. I won't tolerate plagiarism!
6. **GOOD LUCK!**

Lampiran

Expressions

- ↳ Let's... see...
- ↳ Why don't we...?
- ↳ We could...?
- ↳ What about...?
- ↳ How about...?
- ↳ I suggest that...
- ↳ You might want to change...
- ↳ I think...
- ↳ I don't think...

Komentar 41

Ingatlah untuk selalu memberikan komentar yang sopan dan mengikuti Pedoman Komunitas kami

Tulis komentar publik...

Riko Ferdj • 3 bulan yang lalu
Nama : Riko Ferdj Rshardja
Kelas / absen : KI MIPA / 11

Felisita Dion • 3 bulan yang lalu
Felisita Dion P
KI MIPA - 4
(👍👍)

I BALASAN

Petunjuk Tugas Siswa

Tenggat: 26 Apr 2020 13.30

**English Post-Test for
Eleventh Grade**

100 poin

Instructions:

1. There are two parts of the test. They are writing section and listening section.
2. For writing section, you just need to answer the questions by writing the alphabets.
3. For listening section, you have to listen to the audio/mp3 and then answer the questions based on the information you get from the dialogues.
4. Do it on your answer sheet!

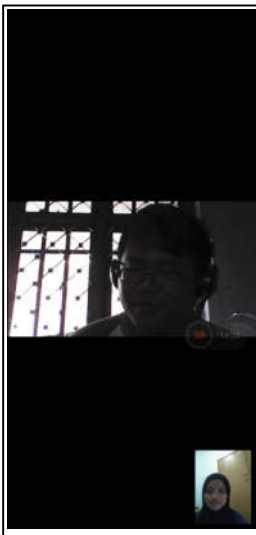
Lampiran

ENGLISH TEST CH. 1 ...

Materi Listening Ba...

The researcher observed the online teaching and learning process use Google Classroom and Youtube

digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id • digilib.iain-jember.ac.id



The researcher interviewed students 1



The researcher interviewed students 2



The researcher interviewed students 3



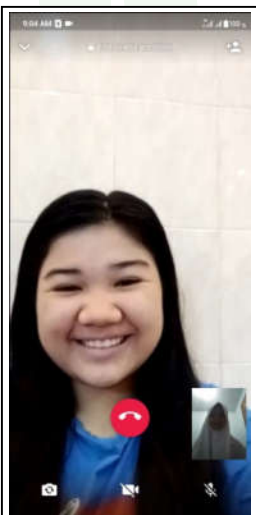
The researcher interviewed students 4



The researcher interviewed students 5,6



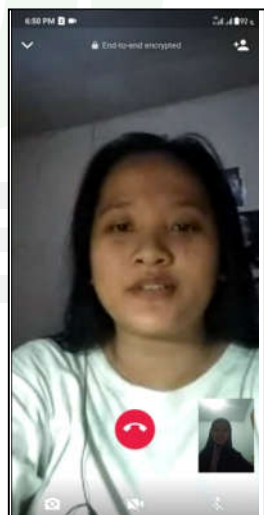
The researcher interviewed students 7



The researcher interviewed students 8



The researcher interviewed students 9



The researcher interviewed students 10

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMAS K Satya Cendika
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : XI /Genap
Materi Pokok : Letter Writing
Alokasi Waktu : 180 menit

1. Tujuan Pembelajaran: K.D. 3.6 & 4.6

- a) Peserta didik mampu mengidentifikasi makna, tujuan komunikasi, struktur teks, dan unsure bahasa yang terdapat dalam teks interaksi transaksional lisan dan tulis yang terkait dengan surat pribadi dengan konteks penggunaan.
- b) Peserta didik mampu meminta dan memberi informasi tentang surat pribadi dengan menggunakan struktur teks yang tepat sesuai konteks penggunaan.
- c) Peserta didik mampu menganalisis dan mendiskusikan: Fungsi Sosial, Struktur Generik dan Ciri-ciri kebahasaan pada surat pribadi.
- d) Peserta didik mampu membuat dan mempresentasikan tulisan surat pribadi baik individu atau kelompok kepada teman-temannya.

2. Langkah-Langkah Kegiatan Pembelajaran

2.1. Materi Pembelajaran:

Surat pribadi baik individu atau kelompok

2.2. Metode Pembelajaran:

Cooperative Script

2.3. Kegiatan Pembelajaran

- a) Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran. (Character Bulding)
- b) Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran surat pribadi (Personal Letter). (Critical Thinking)
- c) Menemukan bentuk lain teks surat pribadi (Personal Letter) dari sumber lain. (Critical Thinking)
- d) Mendiskusikan Fungsi Sosial, Struktur Teks, Ciri-ciri kebahasaan surat pribadi (Personal Letter) dengan peserta didik lainnya dalam kehidupan sehari-hari. (Collaboration)

3. Penilaian Pembelajaran:

A. Teknik Penilaian:

- 1) Penilaian Sikap : Observasi/pengamatan
- 2) Penilaian Pengetahuan : Tes Tertulis atau Lisan
- 3) Penilaian Keterampilan : Unjuk Kerja/Praktik, Proyek, Portofolio

B. Bentuk Penilaian:

1. Observasi : Jurnal guru
2. Testertulis : Uraian dan lembar kerja
5. Portofolio : E-Portofolio

Mengetahui,
Kepala Sekolah

Jember, 05 Okt 2020
Guru Mata Pelajaran

Drs. Agustinus Dwijatmoko

Fransiskus Xaverius David, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMAS K SatyaCendika
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : XI/Ganjil
Materi Pokok : Suggestion and Offer
Alokasi Waktu : 180 menit

1. Tujuan Pembelajaran: K.D. 3.1 & 4.1

- a) Peserta didik mampu mengidentifikasi makna, tujuan komunikasi, struktur teks, dan unsur bahasa yang terdapat dalam teks interaksi transaksional lisan dan tulis yang terkait dengan tawaran (offer) dan saran (suggestion) dengan konteks penggunaan.
- b) Peserta didik mampu meminta dan memberi informasi tentang tawaran (offer) dan saran (suggestion) dengan menggunakan struktur teks yang tepat sesuai konteks penggunaan.

2. Langkah-Langkah Kegiatan Pembelajaran

2.1. Materi Pembelajaran:

- a) Merespon ungkapan member dan meminta tawaran(Offer).
- b) Merespon ungkapan member dan meminta saran(Suggestion) .

2.2. Metode Pembelajaran:

- a) Cooperative Script

2.3. Kegiatan Pembelajaran

- a) Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran.(Character Bulding)
- b) Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran tawaran (offer) dan saran (suggestion). (Critical Thinking)
- c) Menemukan bentuk lain tawaran (offer) dan saran (suggestion) dari sumber lain.(Critical Thinking)
- d) Mendiskusikan ungkapan tawaran (offer) dan saran (suggestion) dengan siswa lainnya dalam kehidupan sehari-hari. (Collaboration)

3. Penilaian Pembelajaran:

a. Teknik Penilaian:

- 1) Penilaian Sikap : Observasi/pengamatan
- 2) Penilaian Pengetahuan : Tes Tertulis
- 3) Penilaian Keterampilan : Unjuk Kerja/Praktik, Proyek, Portofolio

b. Bentuk Penilaian:

1. Observasi : Jurnal guru
2. Tes tertulis : Uraian dan lembar kerja
3. Portofolio : E-Portofolio

Mengetahui
Kepala Sekolah SMAS K Satya Cendika

Jember, 7 Juli 2020
Guru Mata Pelajaran

Drs. Agustinus Dwijatmoko
NIY. 005.1.90

Fransiskus Xaverius David, S.Pd
NIY.

QUESTIONS INTERVIEW

EXPLORING STRATEGIES TO OVERCOME THE EFL STUDENTS' PROBLEMS IN ONLINE LEARNING DURING COVID-19 AT 11th GRADE OF SEKOLAH MENENGAH ATAS KATOLIK (SMAK) SATYA CENDIKA JEMBER

Questions :

1. What problems do you get in online learning of English during pandemic?
2. What strategies do you use to solve the problems?
3. How do you apply the strategies to solve the problems?
4. What your opinion dealing with online learning system during pandemic?

Translation :

1. Masalah apa saja yang kamu dapat selama pembelajaran daring Bahasa Inggris selama pandemic?
2. Strategi apa yang kamu gunakan untuk mengatasi masalah itu?
3. Bagaimana kamu menerapkan strategi itu untuk mengatasi masalah?
4. Apa pendapatmu terhadap sistem pembelajaran online selama pandemic?

Adapted from Normilah (2019) entitled "Students' Problems in Online Discussion Class Using Canvas Mobile Applications (A Study at Tarbiyah and Teacher Training Faculty of UIN Antasari Banjarmasin)".

RESEARCHER'S BIODATA



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Address : Balet Baru, Sukowono-Jember
Religion : Islam
Department/ Majors Courses : Language Education/ English Department
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Educational Background

1. TK Zaidul Ali
2. SDN Sukorejo 01
3. MTsN 6 Jember
4. SMK Zaidul Ali Sukowono
5. UIN KH Ahmad Siddiq Jember