

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter presents the findings and the discussions of the study from the data collection.

#### 4.1 Findings of the study

The data of the study were collected through an online questionnaire containing six questions about problems/challenges in online learning. It was distributed to two English teachers of class VIII and 84 students of three VIII classes in SMP Negeri 6 Indralaya Utara.

**Table 4.1 Table of Participants**

Participants	Total
English teachers of class VIII	2
Students in VIII.1 class	31
Students in VIII.2 class	25
Students in VIII.3 class	28
<b>All Participants</b>	<b>86</b>

The data of the study were analyzed using inductive data analysis, which meant drawing conclusions from certain facts to draw general conclusions. The steps to analyze the data in this study were data reduction, data display, and data verification.

##### 4.1.1 Data Reduction

The researcher reduced the data from the questionnaire into close-ended questions and open-ended questions. The questionnaire was written in Bahasa Indonesia and then translated into English.

**Table 4.2 Questionnaire Categorization**

No.	Questions	Category
1.	<i>Apakah anda menghadapi masalah/kendala dalam melaksanakan kegiatan pembelajaran Bahasa Inggris secara daring selama pandemic covid-19 di SMP Negeri 6</i>	Close-ended question

	<p><i>Indralaya Utara?</i></p> <p>(Have you faced any problems/obstacles in carrying out online English learning activities during the COVID-19 pandemic at SMP Negeri 6 Indralaya Utara?)</p> <p>A. Ya(Yes)                      B. Tidak (No)</p>	
2.	<p><i>Bila jawaban pertanyaan nomor 1 “Ya”, tuliskan masalah/kendala yang dihadapi oleh anda dalam melaksanakan kegiatan pembelajaran Bahasa Inggris secara daring selama pandemi covid-19 di SMP Negeri 6 Indralaya Utara !</i></p> <p>(If the answer to question number 1 is “Yes”, write down the problems/obstacles you faced in carrying out online English learning activities during the covid-19 pandemic at SMP Negeri 6 Indralaya Utara!)</p>	Open-ended question
3.	<p><i>Berdasarkan jawaban anda pada soal nomor 2, apakah Bapak/Ibu sudah melakukan berbagai solusi untuk mengatasi masalah/kendala dalam melaksanakan kegiatan pembelajaran Bahasa Inggris secara daring selama pandemi covid-19 di SMP Negeri 6 Indralaya Utara ?</i></p> <p>(Based on your answer to question number 2, have you implemented various solutions to overcome problems/obstacles in carrying out online English learning activities during the covid-19 pandemic at SMP Negeri 6 Indralaya Utara?)</p> <p>A. Ya(Yes)                      B. Tidak (No)</p>	Close-ended question
4.	<p><i>Bila jawaban pertanyaan nomor 3 “Ya”, tuliskan solusi yang telah dilakukan oleh anda dalam mengatasi masalah/kendala kegiatan pembelajaran Bahasa Inggris secara daring selama pandemi covid-19 di SMP Negeri 6 Indralaya Utara!</i></p> <p>(If the answer to question number 3 is “Yes”, write down the solutions you have taken in overcoming problems/obstacles in online English learning activities during the covid-19 pandemic at SMP Negeri 6 Indralaya Utara!)</p>	Open-ended question
5.	<p><i>Apakah anda menggunakan berbagai media aplikasi dalam melaksanakan kegiatan pembelajaran Bahasa Inggris secara daring selama pandemi covid-19 di SMP Negeri 6 Indralaya Utara?</i></p> <p>(Do you use various applications in carrying out online English learning activities during the covid-19 pandemic at SMP Negeri 6 Indralaya Utara?)</p>	Close-ended question

	A. <i>Ya</i> (Yes)                      B. <i>Tidak</i> (No)	
6.	<p><i>Bila jawaban pertanyaan nomor 5 “Ya”, Tuliskan media aplikasi yang anda gunakan dalam melaksanakan kegiatan pembelajaran Bahasa Inggris secara daring selama 3andemic covid-19 di SMP Negeri 6 Indralaya Utara!</i></p> <p>(If the answer to question number 5 is “Yes”, write down the application media you used in carrying out online English learning activities during the covid-19 pandemic at SMP Negeri 6 Indralaya Utara!)</p>	Open-ended question

The questionnaire contained three close-ended questions 1, 3, and 5 and three open-ended questions 2, 4, and 6. The results of the questionnaire were explained in the next step, data display.

#### 4.1.2 Data Display

The data of the study were displayed in table forms to make them easy to comprehend by the readers. As well as simple to analyze for the researcher.

#### A. Results of Close-Ended Questions

The close-ended questions were used to get general information from the participants about their problems in carrying out online English learning activities during the COVID-19 pandemic at SMP Negeri 6 Indralaya Utara.

**Table 4.3 Teachers’ Responses to the Close-Ended Questions**

No.	Questions	Yes		No	
		N	%	N	%
1.	<p><i>Apakah anda menghadapi masalah/kendala dalam melaksanakan kegiatan pembelajaran Bahasa Inggris secara daring selama pandemi covid-19 di SMP Negeri 6 Indralaya Utara?</i></p> <p>(Have you faced any problems/obstacles in carrying out</p>	2	100	0	0

	online English learning activities during the COVID-19 pandemic at SMP Negeri 6 Indralaya Utara?)				
3.	<i>Berdasarkan jawaban anda pada soal nomor 2, apakah Bapak/Ibu sudah melakukan berbagai solusi untuk mengatasi masalah/kendala dalam melaksanakan kegiatan pembelajaran Bahasa Inggris secara daring selama pandemi covid-19 di SMP Negeri 6 Indralaya Utara ?</i> (Based on your answer to question number 2, have you implemented various solutions to overcome problems/obstacles in carrying out online English learning activities during the covid-19 pandemic at SMP Negeri 6 Indralaya Utara?)	2	<b>100</b>	0	<b>0</b>
5.	<i>Apakah anda menggunakan berbagai media aplikasi dalam melaksanakan kegiatan pembelajaran Bahasa Inggris secara daring selama pandemi covid-19 di SMP Negeri 6 Indralaya Utara?</i> (Do you use various applications in carrying out online English learning activities during the covid-19 pandemic at SMP Negeri 6 Indralaya Utara?)	2	<b>100</b>	0	<b>0</b>

All the two teachers faced problems in English online learning and implemented several solutions to overcome the problems. They also used various applications in carrying out online English learning activities during the covid-19 pandemic.

**Table 4.4 Students' Responses to the Close-Ended Questions**

No.	Questions	Yes		No	
		N	%	N	%
1.	<i>Apakah anda menghadapi masalah/kendala dalam melaksanakan kegiatan pembelajaran Bahasa Inggris secara daring selama pandemi covid-19 di SMP Negeri 6 Indralaya Utara?</i> (Have you faced any problems/obstacles in carrying out online English learning activities during the COVID-19 pandemic at SMP Negeri 6 Indralaya Utara?)	41	<b>49</b>	43	<b>51</b>
3.	<i>Berdasarkan jawaban anda pada soal nomor 2, apakah Bapak/Ibu sudah melakukan berbagai solusi untuk mengatasi masalah/kendala dalam melaksanakan kegiatan pembelajaran Bahasa Inggris secara daring selama pandemi covid-19 di SMP Negeri 6 Indralaya Utara ?</i> (Based on your answer to question number 2, have you implemented various solutions to overcome	41	<b>49</b>	43	<b>51</b>

	problems/obstacles in carrying out online English learning activities during the covid-19 pandemic at SMP Negeri 6 Indralaya Utara?)				
5.	Apakah anda menggunakan berbagai media aplikasi dalam melaksanakan kegiatan pembelajaran Bahasa Inggris secara daring selama pandemi covid-19 di SMP Negeri 6 Indralaya Utara? (Do you use various applications in carrying out online English learning activities during the covid-19 pandemic at SMP Negeri 6 Indralaya Utara?)	83	99	1	1

From the responses to questions 1 and 3, more than half of the students (51%) agreed that they did not face any problems in English online learning, so they did not have to implement various solutions to overcome the problems. Meanwhile, the rest (49%) faced problems and implemented multiple solutions in online English learning activities. However, the responses to question 5 showed that almost all students (99%) chose yes to using many applications in online English learning activities during the covid-19 pandemic

## B. Results of open-ended questions

The open-ended questions were used to get specific information on the data from the close-ended questions that participants had filled about their problems in carrying out online English learning activities during the COVID-19 pandemic at SMP Negeri 6 Indralaya Utara.

**Table 4.5 Teachers' Problems in English Online Learning**

Teacher	Problems
1	<i>Ada beberapa permasalahan yang saya hadapi yaitu keterbatasan dalam memberikan penilaian pada siswa, menilai peserta didik melalui pembelajaran daring dikarenakan sebagian tugas siswa dikerjakan orangtuanya, sehingga hal ini membuat guru kesulitan dalam menilai siswa. Saya juga juga kesulitan mengontrol siswa serta kurangnya siswa yang aktif dalam pembelajaran. Adanya pandemi Covid-19 ini, membuat guru dan siswa tidak siap dalam menghadapi pembelajaran yang dilakukan secara daring. Tidak semua siswa memiliki fasilitas pembelajaran daring. Siswa lebih tertarik untuk bermain atau melihat konten-konten hiburan yang ada di perangkat digital dan bukan menggunakannya untuk belajar. Siswa juga sulit berpartisipasi secara aktif dalam kegiatan pembelajaran karena beberapa faktor. Contohnya kondisi rumah yang tidak mendukung, terbatasnya akses internet dan fasilitas PJJ, atau beban untuk membantu</i>

	<p><i>pekerjaan orang tua. Mahalnya biaya dan kurangnya konektivitas internet yang lancar membuat pembelajaran digital tidak bisa diakses oleh sebagian besar siswa dan guru. Pemerintah memang berupaya untuk menyediakan paket internet gratis, tapi pembagiannya tidak berjalan efisien. Paket internet juga belum bisa digunakan secara efektif karena sistem kuotanya tidak mencakup platform-platform utama yang digunakan oleh siswa dan guru. dan tidak semua siswa memiliki handphone pribadi.</i></p> <p>(There are several problems that I faced, namely limitations in providing assessments to students because some of the students' assignments are done by their parents, so this made the teachers hard to assess the students. I also had difficulty controlling students and the lack of students who are active in learning. The Covid-19 pandemic has made teachers and students unprepared for online learning. Not all students have online learning facilities. Students are more interested in playing or viewing entertainment content on digital devices and not using it for learning. Students also find it difficult to actively participate in learning activities due to several factors. For example, unsupportive home conditions, limited internet access and online learning facilities, or the burden of helping parents work. The high cost and lack of well internet connectivity make digital learning inaccessible to most students and teachers. The government was trying to provide free internet packages, but the distribution was not efficient. It also cannot be used effectively because the quota system does not cover the main platforms used by students and teachers. Moreover, not all students have personal cell phones.)</p>
2	<ul style="list-style-type: none"> <li>• <i>Siswa kurang paham ketika melakukan proses pembelajaran daring</i></li> <li>• <i>Kuota internet siswa sangat terbatas</i></li> <li>• <i>Keterbatasan signal juga bisa menghambat proses belajar mengajar dalam pembelajaran bahasa inggris daring</i></li> <li>• <i>Tidak semua siswa memiliki fasilitas yang bagus dirumah</i></li> <li>• <i>Ekonomi orang tua yang tidak memadai</i></li> <li>• <i>Kesulitan mengatur waktu saat proses pembelajaran</i></li> <li>• <i>Sarana dan prasarana sekolah yang belum memadai</i></li> </ul> <p>(Students do not understand when doing the online learning process</p> <p>Student's internet quota is very limited</p> <p>Signal limitations can also hinder the teaching and learning process in online English learning</p> <p>Not all students have good facilities at home</p> <p>Inadequate parental economy</p> <p>Difficulty in managing time during the learning process</p> <p>Inadequate school facilities and infrastructure)</p>

The teachers mentioned some problems they faced in online English learning activities during the COVID-19 pandemic at SMP Negeri 6 Indralaya Utara. First, the teachers believed evaluating students' performances in online learning was hard. Students

could easily search for answers on the internet or ask their families to do their assignments. After that, the unstable internet connection and limited internet quota made it difficult for the teachers to see all students active in the online class. Moreover, the teachers also find it hard to manage learning time during the learning process. In addition, some students did not have good facilities for online learning and disturbed the online learning activities prepared by the teachers.

**Table 4.6 VIII.1 Students' Problems in English Online Learning**

Student	Problems
1	<p><i>keterbatasan kuota, tidak memahami materi yang diberikan guru dan susah memahami kosa kata bahasa inggris, bosan mengerjakan tugaas, susah signal Internet dirumah.</i></p> <p>(limited quota, not understanding the material given by the teacher and having difficulty understanding English vocabulary, bored with doing assignments, and having trouble getting an Internet signal at home.)</p>
2	<p><i>Tidak ada masalah, karena orang tua sudah memasang wifi dirumah, mengerjakan setiap tugas yang diberikan guru agar tidak menumpuk, harus mempunyai laptop dan handpone dirumah, dan kamus bahasa inggris yang lengkap.</i></p> <p>(There is no problem, because parents have installed wifi at home, I do every task given by the teacher so as not to pile up, must have a laptop and cellphone at home, and a complete English dictionary)</p>
3	<p><i>tidak kosentrasi disaat guru mennerangkan materi karena dirumah sangat ribut, dan tugas yang diberikan guru terlalu banyak dan membuat bosan dan lelah dan jaringan yang lemot, susah membeli kuota.</i></p> <p>(not concentrating when the teacher explains the material because the house is very noisy, and the assignments given by the teacher are too many and make me bored and tired, also the network is slow, and it's hard to buy a quota.)</p>
4	<p><i>Tidak ada masalah, karena dirumah sudah ada wifi sehingga mudah mengakses internet dan bisa membuka semua aplikasi belajar.</i></p> <p>(There is no problem, because there is already wifi at home so it is easy to access the internet and can open all learning applications.)</p>
5	<p><i>tugas yang diberikan begitu banyak, dan membuat bosan sehingga tuga jarang dikerjakan, tidak mengerti materi yang disampaikan oleh guru, aliran listrik sering mati dan menyebabkan signal terkendala dan saya sering absen, tidak ada uang untuk membeli kuota terus.</i></p> <p>(the assignments given are so many, and boring so assignments are rarely done, do not understand the material presented by the teacher, the electricity often goes out</p>

	and causes signal problems and I am often absent, there is no money to buy quotas.)
6	<p><i>Tidak ada masalah, karena sudah memiliki fasilitas elektronik lengkap dan signal yang memadai dirumah.</i></p> <p>(There is no problem, because I already have complete electronic facilities and adequate signal at home.)</p>
7	<p><i>Tidak ada masalah, karena saya mengerjakan setiap tugas yang diberikan guru agar tidak menumpuk, dan selalu mengecek jaringan ketika waktu belajar dimulai dan menyiapkan kuota cadangan..</i></p> <p>(There is no problem, because I do every assignment given by the teacher so that it doesn't pile up, and always check the network when learning starts and prepare a backup quota.)</p>
8	<p><i>Tidak ada masalah, karena selalu dibantu orang tua dalam mengerjakan tugas dan jika tidak paham akan bertanya kepada teman yang sudah selesai mengerjakan aplikasi yang digunakan.</i></p> <p>(There is no problem, because parents are always helped in doing tasks, and if I don't understand, I will ask friends who have finished working on the application used.)</p>
9	<p><i>Tidak ada masalah, karena diruma sudah ada jaringan wifi dan juga saat guru menereangkan saya membuat catatan agar bisa dibaca kembali apabila ada soal latihan.</i></p> <p>(There is no problem, because at home there is already a wifi network and also when the teacher explained I made notes so that they could be read again if there were practice questions.)</p>
10	<p><i>Tidak ada masalah, karena selalu dipantau oleh ibu saya ketika belajar dirumah dan meminta bantuan ibu jika tidak ada materi yang tidak dipahami dan juga mempunyai kuota yang cukup</i></p> <p>(There is no problem, because I always be monitored by my mother when studying at home and I ask her for help if there is material that is not understood and I also have a sufficient quota)</p>
11	<p><i>Tidak ada masalah, karena ayah saya sudah membeli laptop untuk belajara dan membeli cukup kuota belajar.</i></p> <p>(There is no problem, because my father has bought a laptop to study and buy enough study quota.)</p>



12	<p><i>Tidak ada masalah, karena saya mengerjakan tugas bersama teman sekolah dirumahnya sehingga bisa dikerjakan semua dan mengikuti les ruang guru.</i></p> <p>(There is no problem, because I do assignments with my school friends at home so that everything can be done easily, and I also take lessons in <i>ruang guru</i>)</p>
13	<p><i>Tidak ada masalah, karena sudah punya fasilitas wifi dan laptop dirumah dan saya juga mengikuti kursus bahasa inggris.</i></p> <p>(There is no problem, because I already have wifi and laptop facilities at home and I'm also taking an English course)</p>
14	<p><i>Tidak ada masalah, karena saya mempunyai laptop dan modem dirumah dan buku kamus bahasa inggris sehingga bisa lebih mudah mengerjakan tugas.</i></p> <p>(There is no problem, because I have a laptop and a modem at home and an English dictionary book so I can do my assignments more easily)</p>
15	<p><i>Tidak ada masalah, karena saya mengikuti les ruang guru dan saya juga meminta bantuan kakak saya jika menemukan soal dan latihan yang sulit dijawab.</i></p> <p>(There is no problem, because I take <i>ruang guru</i> lessons and I also ask my sister for help if I find questions and exercises that are difficult to answer.)</p>
16	<p><i>jaringan yang tidak stabil,karna keterbatasan kuota tidak mempunyai laptop dan handpone tidak memadai untuk belajar online, materi yang disampaikan guru tidak dipahami dengan baik, bnyaknya tugas yang diberikan, dan malas mngerjakan.</i></p> <p>(unstable network due to limited quota, not having a laptop and cellphone is not sufficient for online learning, the material presented by the teacher is not well understood, there are many assignments given, and I am lazy to do it.)</p>
17	<p><i>materi yang diajarkan tidak dipahami dan penjelasan guru kurang menarik dan banyak tugas yang diberikan, sehingga menumpuk.</i></p> <p>(the material being taught is not understood and the teacher's explanation is less interesting and many assignments are given, so that it piled up)</p>
18	<p><i>tidak terlalu paham dengan materi yang diberikan guru, dan kurang pengetahuan dalam bahasa inggris kosa kata,dan malas mengerjakan tugas karena banyak.</i></p> <p>(do not really understand the material given by the teacher, lack knowledge in English vocabulary, and lazy to do assignments because there are many.)</p>

19	<p><i>tidak memiliki han nhandpone dan laptop dirumah sehingga sulit untuk belajar online dan mengumpulkan tugas.</i></p> <p>(don't have a cell phone and laptop at home so it's difficult to study online and collect assignments.)</p>
20	<p><i>susah akses internet dan tidak mengerti dan paham penjelasan guru karena suaranya terputus putus.</i></p> <p>(it is difficult to access the internet and do not understand the teacher's explanation because the voice is cut off.)</p>
21	<p><i>Tidak ada masalah, karena dibantu oleh ibu mengerjakan dan mempunyai kuota yang cukup.</i></p> <p>(There is no problem, because mymother helped the work and I have a sufficient quota.)</p>
22	<p><i>materi yang dijelaskan guru kurang dipahami dan saya menjadi bingung apalagi bahasa inggris.</i></p> <p>(the material explained by the teacher was not understood and I became confused especially in English.)</p>
23	<p><i>Tidak ada masalah, karena sudah ada laptop dan sudah mengikuti les ruang guru dan belajar kosa kata diajarkan oleh ibu saya.</i></p> <p>(There is no problem, because I already have a laptop and have taken lessons in <i>ruang guru</i> and learn vocabulary taught by my mother.)</p>
24	<p><i>kuota terbatas dan signal yang buruk sehingga saya susah untuk mengikuti belajar dan tidak mengerti penjelasan guru.</i></p> <p>(limited quota and bad signal so that it is difficult for me to follow the lesson and do not understand the teacher's explanation.)</p>
25	<p><i>signal yang buruk dan juga pengetahuan tentang bahasa inggris kurang jadi agak sulit dalam memahami materi, karena tidak bertemu secara langsung dalam belajar.</i></p> <p>(poor signal and also lack of knowledge of English so it is rather difficult to understand the material, because it does not meet directly in learning.)</p>
26	<p><i>tidak ada signal dan kuota sedikit karena tidak ada uang untuk selalu membeli kuota,</i></p>

	(no signal and little quota because there is no money to always buy quota.)
27	<i>tidak paham dengan apa yang dijelaskan guru dan tugas yang diberikan banyak, sehingga menumpuk.</i>  (did not understand what the teacher explained and the assignments given were many, so they piled up.)
28	<i>Tidak ada masalah, karena signal dirumah sudah bagus karena ayah saya memasang wifi dan saya juga ikut les bahasa inggris dan ibu juga membantu saya mengerjakan tugas.</i>  (There is no problem, because the signal at home is good because my father installed wifi and I also took English lessons and my mother also helped me with my assignments.)
29	<i>tidak ada jaringan internet, tugas yang diberikan terlalu banyak dan capek mengerjkannya, bosan, ,tidak memahami materi belajar.</i>  (there is no internet network, the tasks given are too many and tired to do it, bored, don't understand the learning material.)
30	<i>Tidak ada masalah, karena saya dibantu belajar oleh saudara dan membuka kamus jika tidak ada kosa kata yang dipahami.</i>  (There is no problem, because my brother helps me to study and opens the dictionary if there is no vocabulary that is understood.)
31	<i>Tidak ada masalah, karena jaringan dirumah saya cukup bagaus dan materi yang disampaikan guru guru juga sudah jelas.</i>  (There is no problem, because the network at my house is quite good and the material presented by the teachers is also clear.)

Of the total of 31 students in the VIII.1 class, more students (17 students) did not face any problem during English online learning than those who faced several problems (14 students). Students mostly had wifi at home, so they did not have bad internet connections and could ask for help from their family to do the assignments. Also, some students took an online English course to get more information. However, some students still face many problems during English online learning, such as unstable internet networks, insufficient internet quota, economic factors, lack of digital devices, hard-to-understand material, lots of assignments, boring learning activities, and a noisy environment.

**Table 4.7 VIII.2 Students' Problems in English Online Learning**

Student	Problems
1	<p><i>Tidak ada masalah, karena di rumah saya sudah ada jaringan wifi yang bagus dan saya mempunyai alat elektronik seperti handphone, laptop.</i>                      (There is no problem, because at my house there is already a good wifi network, and I have electronic devices such as cellphone and laptop.)</p>
2	<p><i>buruknya akses jaringan dan terbatasnya kuota internet.</i>                      (poor network access and limited internet quota.)</p>
3	<p><i>tidak punya handphone dan tidak memahami materi yang diajarkan guru.</i>                      (don't have a cellphone and don't understand the material taught by the teacher)</p>
4	<p><i>Tidak ada masalah, karena saya mengikuti kursus ruang guru dan membuat kelompok belajar di rumah bersama teman untuk membahas materi belajar yang dibagikan guru.</i>                      (There is no problem, because I attended the <i>ruang guru</i> course and made study groups at home with friends to discuss the learning materials provided by the teacher.)</p>
5	<p><i>jaringan yang tidak bagus dan tugas yang diberikan guru tidak jelas dan membuat saya bingung.</i>                      (the network is not good and the assignments given by the teacher are not clear and make me confused)</p>
6	<p><i>sulit untuk mengerti saat mengerjakan tugas karena tidak ada penjelasan dari guru, dan tidak punya handphone di rumah.</i>                      (It's hard to understand when doing assignments because there is no explanation from the teacher, and I don't have a cellphone at home)</p>
7	<p><i>susah signal di rumah saya ketika mengerjakan tugas dan tidak paham cara menggunakan aplikasi Google Meet.</i>                      (it's hard to get signal at my house when doing assignments and I don't understand how to use the Google Meet application.)</p>
8	<p><i>keterbatasan kuota dan ekonomi orang tua yang sulit.</i>                      (limited quota and poor parents' economy.)</p>

9	<p><i>kesulitan ekonomi, keuangan yang tidak mencukupi untuk membeli kuota, banyak tugas yang menumpuk karena sinyal jelek dan susah didapatkan.</i></p> <p>(economic difficulties, insufficient finances to buy quotas, many tasks piled up due to hard to get or bad signals)</p>
10	<p><i>masalah kuota, tidak terlalu mengerti menggunakan aplikasi belajar, seperti Google Classroom, Google Meet, dan Google Drive.</i></p> <p>(quota problems, and I don't really understand using learning applications, such as Google Classroom, Google Meet, and Google Drive.)</p>
11	<p><i>banyaknya tugas membuat bosan dan malas mengerjakannya, koneksi yang tidak stabil.</i></p> <p>(many tasks make bored and lazy to do it, unstable connection)</p>
12	<p><i>Tidak ada masalah, karena setiap ada pelajaran bahasa inggris saya sudah menyiapkan kuota dan tempat belajar yang memungkinkan jaringannya bagus seperti perpustakaan.</i></p> <p>(There is no problem, because every time there is an English lesson, I have prepared a quota and a place to study that allows a good network such as a library.)</p>
13	<p><i>Tidak ada masalah, karena diruma sudah tersedia wifi dan belajar pun jadi sangat menarik karena bisa membuka berbagai aplikasi belajar, dan cara menyelesaikan soal dari Google.</i></p> <p>(There is no problem, because there is already wifi at home and learning is very interesting because it can open various learning applications, and how to solve problems from Google.)</p>
14	<p><i>tidak memahami kosa kata sehingga tidak paham arti materi, keterbatasan signal.</i></p> <p>(do not understand vocabulary so do not understand the meaning of the material, signal limitations.)</p>
15	<p><i>tidak paham materi belajar, tidak punya handphone dan tidak ada kamus.</i></p> <p>(don't understand the study material, don't have a cellphone and no dictionary.)</p>
16	<p><i>Tidak ada masalah, karena saya selalu mengumpulkan tugas sebelum waktu deadline tugas sehingga tugas tidak banyak menumpuk dan membandingkan hasil jawaban Google dan jawaban sendiri.</i></p> <p>(There is no problem, because I always collect assignments before the deadline so that the assignments don't pile up and compare the results of Google's answers and my own answers.)</p>

17	<p><i>Tidak ada masalah, karena saya mengikuti les ruang guru dan menemukan beberapa soal bhasa inggris yang mudah dikerjakan dan juga saya membeli kamus lengkap bahasa inggris.</i></p> <p>(There is no problem, because I took <i>ruang guru</i> course and found some easy English questions to do and also I bought a complete English dictionary.)</p>
18	<p><i>Tidak ada masalah, karena sudah ada wifi dirumah jadi jaringan tidak masalah dan saya juga sudah punya laptop yang bisa mendukung kegiatan belajar saya.</i></p> <p>(There is no problem, because there is already wifi at home so the network is not a problem and I also have a laptop that can support my learning activities.)</p>
19	<p><i>Tidak ada masalah, karena sudah ada wifi dirumah saya dan dibantu sama orang tua ketika mengerjakan tugas.</i></p> <p>(There is no problem, because I already have wifi at my house and my parents help me when I do my homework.)</p>
20	<p><i>sulit mengerti materi yang diberikan guru karena tidak ada penjelasan secara langsung ketika latihan hanya diberi instruksi lewat washapp, sehingga harus sbelajar sendiri, solusi yang dilakukan adalah mencaai jawaban di Google dan menggunakan Google Translate untuk menerjemahkan kosa kata.</i></p> <p>(it is difficult to understand the material given by the teacher because there is no direct explanation when the exercise is only given instructions via WhatsApp, so I have to study by myself.)</p>
21	<p><i>Tidak ada masalah, karena setiap belajar bhasa inggris ssaya membuat catatan dibuku dan pada malam hari saya belajar membaca kosa kata dan menbejmahkannya dirumah saya juga sudah ada wifi jadi mudah untuk koneksi internet.</i></p> <p>(There is no problem, because every time I study English I make notes in a book and at night I learn to read vocabulary and translate it at home i also have wifi so it's easy for internet connection)</p>
22	<p><i>Tidak ada masalah, karena setiap ada pelajaran bahasa inggris saya suidah menyiapkan kuota dan tempat belajar yang memungkinkan jaringannya bagus.</i></p> <p>(There is no problem, because every time there is an English lesson, I have prepared a quota and a place to study that allows the network to be good.)</p>
23	<p><i>Tidak ada masalah, karena setiap ada pelajaran bahasa inggris saya suidah menyiapkan kuota dan tempat belajar yang memungkinkan jaringannya bagus.</i></p> <p>(There is no problem, because every time there is an English lesson, I have prepared a quota and a place to study that allows the network to be good.)</p>

24	<p><i>Tidak ada masalah, karena dibantu oleh orang tua yang selalu memantau ketika belajar dan menyiapkan kuota belajar secukupnya agar tidak tertinggal pembelajaran.</i></p> <p>(There is no problem, because I am assisted by parents who always monitor when studying and prepare enough learning quotas so I am not leave behind in learning.)</p>
25	<p><i>keterbatasan kuota dan susahnya signal internet ketika berada dirumah , dan kurang mngeerti materi.</i></p> <p>(quota limitations and the difficulty of internet signals when at home, and lack of understanding of the material.)</p>

Of the total of 25 students in the VIII.2 class, more students (13 students) faced several problems during English online learning than those who did not meet any (12 students). Some students could not follow the online learning because of limited internet quota, poor network access, lack of digital devices, hard to understand the material, and also felt lazy and bored to do assignments.

**Table 4.8 VIII.3 Students' Problems in English Online Learning**

Student	Problems
1	<p><i>keterbatasan kuota atau gangguan signal dan sulit memahami materii yyang ddiberikkan guru dalam bentuk file sehingga saya agak kebingungan,.</i></p> <p>(limited quota or signal interference and difficult to understand the material given by the teacher in the form of a file so I was a bit confused,)</p>
2	<p><i>gangguan signal daan tidak memiliki hanndponne dirrumah.</i></p> <p>(signal interference and don't have a cell phone at home.)</p>
3	<p><i>masalah ekonomi keluarga tidak ada uang untuk membeli kuota terus menerus.dan tugas yang banayak diberikan</i></p> <p>(The family's economic problem, there is no money to buy quotas continuously. And a lot of tasks are given)</p>
4	<p><i>kesulitan membeli paket data karena orang tua saya kurang mampu untuk memberikannya terus,setiap orang tua saya membelikannya pasti dengan gb yang kecil tidak cukup untuk satu bulan dan seterusnya.</i></p> <p>(it's hard to buy a data package because my parents can't afford to give it continuously, evry time my parents buy it for sure with a small gb, and it's not enough for one month and so on)</p>
5	<p><i>tidak punya kuota, lag jaringan kalo lagi belajar dari Google Meet, tidak punya kamus bahasa inggris.</i></p> <p>(no quota, network lag when learning from Google Meet, no english dictionary.)</p>
6	<p><i>masalah jaringan, media yang disamapikan guru sulit dipahami guru hanya memberikan soal lewat Google Classroom dan saya kurang bisa menggunakan aplikasi tesebut sehingga saya tidak mengerjakan tugas kadang kadang.</i></p> <p>(network problems, the media delivered by the teacher is difficult to understand, the</p>

	teacher only gives questions through Google Classroom and I can't use the application so I don't do assignments sometimes.)
7	<i>tidak punya paket karena tidak ada uang untuk membelinya , tidak punya kamus bahasa inggris dan bahasa inggris sangat susah dipahami, tugas yang banyak.</i> (do not have a package because there is no money to buy it, do not have an English dictionary and English is very difficult to understand, and a lot of assignments.)
8	<i>media yang disamapaikan guru tidak saya pahami, dan jaringan internet saya susah diakses.</i> (I don't understand the media delivered by the teacher, and my internet network is difficult to access.)
9	<i>Tidak ada masalah, karena udah memili wifi dan jaringan sangat bagus dan belajar selalu diajarkan oleh ibu saya.</i> (There is no problem, because I already have wifi and the network is very good and I always being taught by my mother.)
10	<i>Tidak ada masalah, karena saya sudah mengikuti kursus bahasa inggris dan saya membeli kamus lengkap bahasa inggris dan membeli kuota yang cukup agar bisa mengikuti pembelajaran daring.</i> (There is no problem, because I have taken an English course and I bought a complete English dictionary and bought enough quota to be able to take online learning)
11	<i>Tidak ada masalah, karena saya mengikuti les ruang guru dan menyuruh ayah memamsang wifi dirumah agar tidak selalu membeli kuota.</i> (I took course in <i>ruang guru</i> and told my father to install wifi at home so I don't always buy quotas.)
12	<i>tidak memahami materi yang diberikan guru,jaringan yang buruk,sehingga jika ada tugas saya tidak tahu dan tugas menjadi banyak menumpuk , dan aliran listrik sering mati dirumah.</i> (I don't understand the material given by the teacher, the network is bad, so if there is a task I don't know and it becomes a lot of piling up, and the electricity often goes out at home.)
13	<i>Tidak ada masalah, karena sudah ada laptop dan wifi dirumah saya dan saya juga punya buku panduan belajar dirumah , dan melihat cara menjawab soal di YouTube.</i> (There is no problem, because I already have a laptop and wifi at my house and I also have a study guide book at home, and see how to answer questions on YouTube.)
14	<i>Tidak ada masalah, karena saya mengikuti les ruang guru disana ada pembahasan soal bahasa inggris smp dan saya mencatat, apabila ada tugas sekolah saya bisa membuka catatan saya kembali.</i> (There is no problem, because I took course in <i>ruang guru</i> , there was a discussion about English junior high school and I took notes, if there was a school assignment I could open my notes again.)
15	<i>kendala jaringan dan kuota yang sedikit dan bergatian dengan adik menggunakan handpone dan sering telat mengumpulkan.</i> (network problems and insufficient quotas and alternately with younger siblings using cellphones and often collecting assignments late.)



16	<p><i>Tidak ada masalah, karena dirumah saya sudah memili wifi dan jaringan sangat bagus dan belajar selalu diajarkan oleh ibu saya.</i> (There is no problem, because at home I already have wifi and the network is very good and I always being taught by my mother.)</p>
17	<p><i>tidak ada handpone dirumah dan lokasi rumah sangat susah menjangkau jaringan handpone.</i> (there is no cellphone at home and the location of the house is very difficult to reach the cellphone network.)</p>
18	<p><i>tidak memahami materi dan tugas sangart bnyak aplikasi yang digunakan.</i> (do not understand the material and tasks, so many applications are used.)</p>
19	<p><i>kendala signal yang buruk dan rumah saya sangat sulit menjanmgkau jariungan dan tidak puya uang yang banyak untuk beli kuota.</i> (There is no problem, because I am assisted by parents who always monitor when studying and prepare enough learning quotas so I am not leave behind in learning.)</p>
20	<p><i>tidak punya handpone dirumah , tidak mengerti materi yang diberi guru.</i> (don't have a cellphone at home, don't understand the material given by the teacher.)</p>
21	<p><i>Tidak ada masalah, karena saya sudah ada laptop dirumah dan wifi dan saay mengikuti les bhasa inggis.</i> (There is no problem, because I already have a laptop at home and wifi and I'm joined the English course.)</p>
22	<p><i>Tidak ada masalah, karena menulis catatan kecil untuk kelas online dan itu bia membantu saya focus pada pembelajaran , dengan begitu saya tidak terlalu focus pada handpone.</i> (There is no problem, because I write small notes for online classes and it can help me focus on studying, that way I don't focus too much on my cellphone.)</p>
23	<p><i>Tidak ada masalah, karena saya bangun dipagi hari agar bisa menyegarkan diri dan mengatu rutinitas saya dalam jadwal belajar online dan menyiapkan alat belajar sebelum belajar online dimulai.</i> (There is no problem, because I wake up in the morning so I can freshen up and organize my routine in my online study schedule and prepare learning tools before online learning starts.)</p>
24	<p><i>Tidak ada masalah, karena saya membuat batasan area belajar dan area santai agar bisa tetapm focus belajar dan mengurangi tekanan saat dirunag belajar.</i> (There is no problem, because I make boundaries between study areas and relaxing areas so that I can stay focused on studying and reduce pressure in the study room.)</p>
25	<p><i>Tidak ada masalah, karena saya selalu mengulangi materi yang diajarkan guru hal itu bisa meningkatkan daya ingat saya sehingga ujian saya saya tidak terlalu kesusahan menjawab soal dan memasang wifi dirumah.</i> (There is no problem, because I always repeat the material taught by the teacher, it can improve my memory so that on my exams I don't have too much trouble answering questions and installing wifi at home.)</p>
26	<p><i>Tidak ada masalah, karena saya menyuruh ayah memasang wifi dirumah , sebelum belajar daring saya merefresing otak saya dengan mendemngarkan music bhasa inggris, istirahat dengan cukjup an menyiuapkn ruangs belajar online supaya</i></p>

	<p><i>komentasi saya tidak terganggu.</i>          (There is no problem, because I told my father to install wifi at home, before studying online, I refreshed my brain by listening to English music, rested enough and prepared an online study room so that my concentration was not disturbed.)</p>
27	<p><i>Tidak ada masalah, karena saya mencari beberapa buku pembahasan soal bahasa inggris di internet dan belajar menjawab soal soal yang diajarkan guru menggunakan Google Translate.</i>          (There is no problem, because I'm looking for some books discussing English questions on the internet and learning to answer questions taught by the teacher using Google Translate.)</p>
28	<p><i>Tidak ada masalah, karena tidak ada kendala karena saya meminta bantu kakak untuk mengajari saya jika tidak mengerti kosa kata dan membeli kuota secukupnya saya juga menggunakan Google Translate untuk mnerjemahkan.</i>          (There is no problem, because I asked my older sibling to help me if I don't understand vocabulary and buy enough quota, I also use Google Translate to translate.)</p>

In VIII.3 class, the number of students who faced problems in English online learning was equal to the number of students who did not meet any (14 students). Students faced insufficient quota, bad internet connections, lack of digital devices, difficulty understanding the learning material, and confusion using many online applications.

**Table 4.9 Teacher's Solutions to the problems in English Online Learning**

<b>Teacher</b>	<b>Solutions</b>
1	<p><i>Solusi yang diberikan untuk siswa yang tidak punya hp say meminta agar siswa terssebut datamg kesekolah memintak dan menanyakan tugas yang belum dia kerjakanSolusi selanjutnya yaitu guru menghubungi orangtua siswa agar kiranya meluangkan waktunya untuk membimbing siswa yang mengalami keterbatasan dalam pembelajaran daring selain membantu, orangtua juga memberi handphonenya agar segera digunakan oleh anak untuk pembelajaran daring dan guru mata pelajaran meminta bantuan kepada siswa yang aktif dalam pembelajaran untuk menginformasikan kepada siswa yang kurang aktif dalam pembelajaran agar kiranya mengerjakan tugasnya yang belum terselesaikan, serta pengampu mata pelajaran menghubungi langsung siswa dan menanyakan apa penyebab siswa tidak mengerjakan tugas yang diberikan.</i></p> <p>(The solution given for students who do not have cellphones, I ask the student comes to school asking for assignments that they have not done. The next solution is that the teacher contacts the parents of students so that they may take the time to guide students who have limitations in online learning. Apart from helping, parents also give their cellphones so that it is immediately used by children for online learning, and subject teachers ask for help from students who are active in learning to inform students who are less active in learning so that they can do their unfinished tasks, and subject teachers contact students directly and ask what causes students not do the assignments.)</p>

2	<p><i>Pertama, untuk mengatasi kurangnya pengetahuan dalam menggunakan aplikasi biasanya bisa dengan cara menggali informasi yang berkaitan dengan penggunaan aplikasi yang banyak tersebar luas di internet atau bisa juga dengan cara belajar kepada seseorang yang sudah memahami tentang penggunaan aplikasi pembelajaran. Kedua, untuk mengatasi gangguan sinyal saat berlangsungnya proses pembelajaran daring guru bisa membuat video pembelajaran yang menarik dan dapat diakses secara offline ya sehingga peserta didik dapat melihat video pembelajaran tersebut berulang kali. Ketiga, untuk mengatasi perangkat elektronik yang kurang mendukung itu salah satu cara yang dapat dilakukan yaitu guru bisa memberikan waktu yang fleksibel bagi peserta didik untuk mengikuti pembelajaran.</i></p> <p>(First, to overcome the lack of knowledge in using applications, teachers and students can dig up information related to the use of applications that are widely spread on the internet or it can also be done by learning from someone who already understands the use of learning applications. Second, to overcome signal interference during the online learning process, the teacher can make interesting learning videos that can be accessed offline so that students can see the learning videos repeatedly. Third, to overcome electronic devices that are less supportive, one way that can be done is that teachers can provide flexible time for students to take part in learning.)</p>
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The teachers gave solutions to students who did not have a handphone to ask for the assignments directly at school. Next, the teachers called their parents and friends to ask why they were not active in the class. Moreover, the teachers wrote that students could search for information on the internet by using the online learning application. Lastly, the teachers provided offline learning videos and flexible learning time to overcome the bad signal and unsupportive electronic devices.

**Table 4.10 VIII.1 Students' Solutions to the problems in English Online Learning**

Student	Solutions
1	<p><i>membeli kamus bahasa inggris dan menggunakan aplikasi Google translate agar bisa menjawab soal yang diberikan guru, istirahat dengan cukup agar bisa mengerjakan tugas dan mengerjakan bersama teman.</i></p> <p>(buy an English dictionary and use the Google Translate application to be able to answer the questions given by the teacher, rest enough so that I can do assignments and work with friends.)</p>
2	No problems
3	<p><i>meminta bantuan orang tua untuk mengerjakannya dan belajar memahami materi yang diajarkan guru dengan membaca buku pelajaran yang diberikan.</i></p> <p>(ask parents for help to work on the assignments and learn to understand the material</p>

	taught by the teacher by reading the textbooks provided.)
4	No problems
5	<i>meminta bantuan orang tua dalam mengerjakan, melihat Google Translate, dan pergi kerumah teman yang memiliki wifi jika tidak ada jaringan dirumah dan mengerjakan jawaban bersama sama.</i>  (ask parents for help in doing assignments, looking at Google Translate, and go to a friend's house who has wifi if there is no network at home and work together.)
6	No problems
7	No problems
8	No problems
9	No problems
10	No problems
11	No problems
12	No problems
13	No problems
14	No problems
15	No problems
16	<i>meminta bantuan teman untuk mengerjakan tugas bersama, dan menanyakan.</i>  (ask friends for help to do the task together, and ask.)
17	<i>meminta bantuan orang tua dan kakak dalm mengerjakan tugas</i>  (ask parents and older siblings for help in doing the task)
18	<i>mengajak teman mengerjakannya bersama dan memninta bantuan orang tua.</i>  (invite friends to do assignments together and ask for help from parents.)
19	<i>meminjam hp kakak dan meminta bantuan kakak dan mengerjakan tugas sekolah setelah kakak.</i>  (borrow my older sibling's cellphone and ask for help and do schoolwork after my older sibling.)

20	<i>pergi kerumah teman yang mempunyai signal yang bagus agar bisa belajar.</i> (go to a friend's house who has a good signal to study.)
21	No problems
22	<i>meminta bantuan kakak untuk mengerjakan soal</i> (ask my older sibling for help to do the assignments)
23	No problems
24	<i>saya meminta tolong teman dalam mengerjakan tugas</i> (I ask a friend for help in doing the task)
25	<i>meminta bantuan orang tua dalam mengerjakan tugas.</i> (ask parents for help in doing the task.)
26	<i>meminta bantuan orang tua dalam mengerjakan tugas.</i> (ask parents for help in doing the task.)
27	<i>meminta bantuan teman.</i> (ask friends for help.)
28	No problems
29	<i>meminjam hp kakak</i> (borrowed my older sibling's cellphone)
30	No problems
31	No problems

Students in VIII.1 class mentioned some solutions to overcome the challenges in English online learning: asking for help from parents, siblings, and friends to finish the assignments, utilizing Google Translate for learning the vocabulary, and always reading textbooks provided by the teacher, borrowed a good digital device, and went to a place that had good signal like friends' house so the students could follow the online learning well.

**Table 4.11 VIII.2 Students' Solutions to the problems in English Online Learning**

<b>Student</b>	<b>Solutions</b>
1	No problems
2	<i>mengerjajn tugas bersama teman sekelas.</i>  (doing homework with classmates)
3	<i>meminjam hp teman, berdiskusi dengan teman dan mengumpulkan tugas melalui hp teman.</i>  (borrow a friend's cellphone, discuss with friends and submit assignments through a friend's cellphone)
4	No problems
5	<i>bertanya keepada teman yang satu kelas dan bergabung kedalam kelompok belajar teman agar bisa mempelajari materi yang diberikan guru.</i>  (ask friends who are in the same class and join a friend's study group so we can learn the material given by the teacher.)
6	<i>datang kesekolah menemui guru dan meminta tugas yang diberikan pada Google Classroom,dan mengumpulkannya setelah selesai.</i>  (come to school to meet the teacher and ask for the assignments given in Google Classroom, and collect them after finish.)
7	<i>belajar bersama dirumaah teman sekelas.</i>  (study together at home with classmates.)
8	<i>melihat jawaban di Google.</i>  (see answer on Google.)
9	<i>menghemat kuota agar bisa selalu ikut pembelajaran.</i>  (save quota so I can always join in learning)
10	<i>meminta teman mengirim tugas saya.</i>  (ask a friend to send my assignment.)
11	<i>memcari jawaban di Google dan bertanya pada teman.</i>

	(looking for answers on Google and asking friends.)
12	No problems
13	No problems
14	<i>mengerjakan tugas dirumah teman</i> (doing assignments at a friend's house)
15	<i>meminjam hp sepupu untuk mengerjakan tugas sekolah</i> (borrow a cousin's cellphone to do assignments)
16	No problems
17	No problems
18	No problems
19	No problems
20	<i>mencari jawaban di Google dan menggunakan Google Translate untuk menerjemahkan kosa kata, dan membandingkan jawaban dengan teman yang sudah selesai.</i> (search for answers on Google and use Google Translate to translate vocabulary, and compare answers with friends who have finished.)
21	No problems
22	No problems
23	No problems
24	No problems
25	<i>menemui guru disekolah dan menanyakan tugas yang belum saya kerjakan dan setelah selesai saya antar kesekolah lagi.</i> (meet the teacher at school and ask for assignments that I haven't done and when I'm done I take them to school again)

VIII.2 students stated several solutions to overcome the problems they faced in English online learning. They discussed and learned with their friends to finish the assignments, borrowed a good digital device, and asked friends to send the assignments so they could submit them on time, utilizing Google and Google Translate to search for

the correct answer and vocabulary. Some also mentioned that they often asked the teacher directly at school about the assignments.

**Table 4.12 VIII.3 Students' Solutions to the problems in English Online Learning**

Student	Solutions
1	<i>bertanya kepada teman yang mengerti</i> ( I ask a friend who understands)
2	<i>menemui guru disekolah dan menanyakan tugas yang belum dikerjakan dan meminjam handpone kakak saya</i> (meet the teacher at school and ask for assignments that have not been done and borrow my older sibling's cellphone)
3	<i>menemi guru disekolah dan menanyakan tugas yang belum dikerjakan</i> (meet the teacher at school and ask for assignments that have not been done)
4	<i>kadang meminjam hp tetangga untuk mengerjakan tugas sekolah</i> (sometimes borrow a neighbor's cellphone to do school assignments)
5	<i>meminta teman mengerjkannya bersama sama saat siang hari</i> (ask friends to do it together at noon)
6	<i>melihat jawaban diGoogle , melihat jawaban teman</i> (see answers on Google, and see friends' answers)
7	<i>jika tidak bisa menjawab, saya melihat jawaban teman</i> (if I can't answer, I'll see my friend's answer)
8	<i>saya melihat jawaban diGoogle</i> (I saw the answer on Google)



9	No problems
10	No problems
11	No problems
12	<p><i>melihat jawaban teman yang sama, dan mengumpulkan tugas kesekolah apabila tidak ada signal.</i></p> <p>(see friend's same answers, and collect the assignments directly to school when there is no signal.)</p>
13	No problems
14	No problems
15	<p><i>menemui guru disekolah agar bisa mengetahui tugas yang duberikan dan meminjam hp teman apabila tidak ada kuota dirumah</i></p> <p>(meet the teacher at school so that they can find out the assignments given and borrow a friend's cellphone if there is no quota at home)</p>
16	No problems
17	<p><i>meminjam hp kakak untuk mngerjakan tugas dan meminta tolong kakak mengerjkannya.</i></p> <p>(borrowed my older sibling's cellphone to do assignments and asked him/her to do it)</p>
18	<p><i>melihat jawaban di Google</i></p> <p>(see answer on Google)</p>
19	<p><i>kesekolah menemui guru bhasa inggris untuk menanyakan tugas yang belum dikerjakan</i></p> <p>(go to school to meet the English teacher to ask for assignments that have not been done)</p>
20	<i>harus meminjam handpone paman saya</i>

	( I have to borrow my uncle's cellphone)
21	No problems
22	No problems
23	No problems
24	No problems
25	No problems
26	No problems
27	No problems
28	No problems

Students in VIII.3 implemented some solutions to face problems in English Online Learning. They just searched for the answers to the assignments on Google or asked friends for help to finish it. They also borrowed a good digital device from others for online learning. In addition, some students directly went to school to ask and submit their assignments to the teacher.

**Table 4.13 Teacher’s Applications Used in English Online Learning**

<b>Teacher</b>	<b>Applications</b>
1	WhatsApp, Google Meet, Google Classroom, YouTube, Google Drive
2	WhatsApp, Google Meet, Google Classroom, YouTube, Google Drive, PowerPoint

The teachers mentioned that they used various online learning media or applications such as WhatsApp, Google Meet, Google Classroom, YouTube, Google Drive, and PowerPoint in English online learning.

**Table 4.14 VIII.1 Students' Applications Used in English Online Learning**

Student	Applications
1	Google Classroom, Google Translate, Google Meet, WhatsApp, YouTube
2	Google Classroom, Google Translate, YouTube, Scribd, and Google Meet
3	Google Translate, Google Meet, YouTube, WhatsApp, and Facebook
4	Google Classroom, Google Meet, Google Translate, YouTube, Facebook and WhatsApp
5	Google classroom, Google Translate, WhatsApp
6	Google Classroom, Google Meet, WhatsApp, YouTube, <i>kamus online</i> (online dictionary)
7	Google Meet, Google Classroom, YouTube, WhatsApp, <i>kamus online</i> (online dictionary)
8	Google Meet, Google Classroom, <i>kamus bahasa inggris online</i> (English online dictionary), YouTube and WhatsApp
9	Google Classroom, Google Meet, WhatsApp, YouTube
10	WhatsApp, Google Classroom <i>untuk melihat tugas</i> (for checking out the assignments), and Google Meet, YouTube, Facebook.
11	WhatsApp, Google Meet, <i>kamus online</i> (online dictionary)
12	Google Classroom, Google Meet, WhatsApp, YouTube, ruang guru
13	Google Classroom, WhatsApp, YouTube, Google Translate
14	Google Classroom, Google Meet, WhatsApp, YouTube, dan Google Translate
15	Google Classroom, Google Translate, ruang guru, WhatsApp
16	WhatsApp, Google Classroom, YouTube
17	WhatsApp, Google Classroom, Google Meet
18	WhatsApp, Google Classroom, Google Meet, YouTube
19	Google Meet, Google Classroom, WhatsApp
20	WhatsApp, Google Meet, Google Classroom

21	WhatsApp, Google Classroom
22	Google translate, WhatsApp
23	Google Classroom, Google Translate, WhatsApp, YouTube, ruang guru
24	WhatsApp, Google, Google Meet
25	Google Meet, Google Drive, WhatsApp, Google Classroom
26	Google Classroom, WhatsApp, YouTube
27	Google Classroom, Google Meet, WhatsApp, YouTube
28	WhatsApp, Google Classroom, YouTube, <i>kamus online</i> (online dictionary) and game bahaa inggris online (Online English games)
29	Google Classroom, WhatsApp
30	WhatsApp, Google Meet
31	Google Translate

Students in VIII.1 wrote that they used several applications during the online learning: Google Classroom, Google Meet, Google Translate, Google Drive, YouTube, Facebook, WhatsApp, *Ruang Guru*, Online Dictionary, and English Online Games.

**Table 4.15 VIII.2 Students' Applications Used in English Online Learning**

<b>Student</b>	<b>Applications</b>
1	WhatsApp, Google Classroom
2	WhatsApp, Google Classroom
3	WhatsApp, Google Classroom
4	Google Classroom, WhatsApp, Google Meet, YouTube, Google Translate, Scribd
5	Google Classroom, WhatsApp, YouTube
6	tidak punya handpone (does not have handphone)
7	WhatsApp, YouTube
8	Google Classroom, YouTube
9	Google Meet, Google Classroom, WhatsApp

10	WhatsApp, Google Meet, Google Classroom
11	WhatsApp, Google Classroom, Google Meet
12	WhatsApp, Google Meet, Google Classroom
13	WhatsApp, Google Classroom, Google Meet, YouTube, Facebook
14	Google Classroom, YouTube, WhatsApp
15	Google Classroom, WhatsApp, Google Meet, YouTube
16	Google Classroom, WhatsApp, Google Meet, YouTube
17	<i>ruang guru</i> , WhatsApp, Google Classroom, YouTube
18	WhatsApp, Google Classroom, Google Translate, YouTube
19	WhatsApp, Google Classroom, YouTube
20	WhatsApp, Google Classroom, YouTube
21	WhatsApp, Google Translate, Google Classroom
22	Google Classroom, Google Meet, WhatsApp, YouTube, Google Translate
23	Google Classroom, Google Meet, WhatsApp, YouTube, Google Translate
24	WhatsApp, Google Classroom, YouTube
25	WhatsApp, Google Classroom, Google Meet, YouTube

Students in VIII.2 mentioned several applications they used during the online learning, such as Google Classroom, Google Meet, Google Translate, YouTube, Facebook, WhatsApp, *Ruang Guru*, and Scribd. However, a student wrote that she did not use any application because she did not have a handphone.

**Table 4.16 VIII.3 Students' Applications Used in English Online Learning**

<b>Student</b>	<b>Applications</b>
1	Google Translate, Google Meet
2	Google Classroom, WhatsApp, YouTube
3	WhatsApp, Google Classroom, Google Meet
4	Google Classroom, WhatsApp, Google Meet, Google Drive

5	WhatsApp, Google Meet
6	Google Classroom, YouTube
7	WhatsApp, Google Meet
8	WhatsApp, Google Classroom
9	WhatsApp, YouTube, Google Classroom
10	WhatsApp, Google Meet, YouTube, Google Translate
11	WhatsApp, Google Classroom, Google Translate, YouTube
12	WhatsApp, Google Classroom, YouTube, <i>kamus online</i> (online dictionary)
13	WhatsApp, Google Classroom, YouTube
14	WhatsApp, Google Classroom, Google Translate, <i>ruang guru</i>
15	WhatsApp, Google Classroom
16	WhatsApp, Google Classroom, YouTube
17	WhatsApp, Google Classroom
18	WhatsApp, Google Classroom, Google Meet, YouTube
19	WhatsApp, Google Classroom, Google Meet
20	Google Meet, WhatsApp, YouTube
21	WhatsApp, Google Classroom, YouTube
22	WhatsApp, Google Classroom, YouTube, Google Translate
23	WhatsApp, Google Classroom, YouTube
24	WhatsApp, YouTube, Google Classroom
25	WhatsApp, Google Classroom, YouTube
26	WhatsApp, Google Classroom, YouTube
27	WhatsApp, YouTube, Google Classroom
28	Google Classroom, WhatsApp, YouTube

Students in VIII.3 stated that they used Google Classroom, Google Meet, Google Translate, Google Drive, YouTube, WhatsApp, *Ruang Guru*, and Online Dictionary to do English online learning activities.

#### 4.1.3 Data Verification

The data needed to be verified to see if the data were enough to answer the research questions of the study.

**Table 4.17 Themes and Codes Verification**

<b>Theme 1: Problems/Obstacles in English Online Learning Activities</b>			
<b>Responses</b>			
<b>Teachers</b>	<b>VIII.1 Students</b>	<b>VIII.2 Students</b>	<b>VIII.3 Students</b>
-hard to do assesments	- unstable internet connection	- unstable internet connection	- unstable internet connection
- unstable internet connection	- limited internet quota	- limited internet quota	- limited internet quota
- limited internet quota	- economic factor	- lack of digital devices	- lack of digital devices
- hard to manage learning time	- lack of digital devices	- hard to understand material	- hard to understand material
	- hard to understand material	- boring learning activities	- difficult to use many online applications
	-lots of assignments,	-lazy to do assignments	
	-boring learning activities		
	-noisy environment		
<b>Codes :</b> hard to do assesments, unstable internet connection, limited internet quota, hard to manage learning time, economic factor, lack of digital devices, lots of assignments, boring learning activities, noisy environment, lazy to do assignments, and difficult to use many online applications.			

<b>Theme 2: Solutions to the Problems in English Online Learning Activities</b>			
<b>Responses</b>			
<b>Teachers</b>	<b>VIII.1 Students</b>	<b>VIII.2 Students</b>	<b>VIII.3 Students</b>
<ul style="list-style-type: none"> <li>- asked the assignments directly at school</li> <li>- called the student's parents and friends</li> <li>- search information in the internet for the online learning application procedures</li> <li>- provided offline learning videos and flexible learning time</li> </ul>	<ul style="list-style-type: none"> <li>-asked for help to family and friends to finish the assignments</li> <li>-utilized Google Translate</li> <li>- always read textbooks provided by the teacher</li> <li>-borrowed a good digital device</li> <li>-went to a place that had good signal</li> </ul>	<ul style="list-style-type: none"> <li>- discussed and learned together with friends</li> <li>- borrowed a good digital device</li> <li>-asked friends to send the assignments to submit it on time</li> <li>-utilized Google and Google Translate</li> </ul>	<ul style="list-style-type: none"> <li>- asked for help to friends to finish the assignments</li> <li>- utilized Google</li> <li>- borrowed a good digital device</li> <li>- asked the assignments directly at school</li> </ul>
<p><b>Codes :</b> asked the assignments directly at school, called the student's parents and friends, search information in the internet for the online learning application procedures, provided offline learning videos and flexible learning time, asked for help to family and friends to finish the assignments, utilized Google and Google Translate, read textbooks provided by the teacher, borrowed a good digital device, went to a place that had good signal, and discussed and learned together with friends.</p>			
<b>Theme 3: Applications Used in English Online Learning Activities</b>			
<b>Responses</b>			
<b>Teachers</b>	<b>VIII.1 Students</b>	<b>VIII.2 Students</b>	<b>VIII.3 Students</b>
<ul style="list-style-type: none"> <li>-WhatsApp</li> <li>-Google Meet</li> <li>-Google Classroom</li> <li>-YouTube</li> </ul>	<ul style="list-style-type: none"> <li>-Google Classroom</li> <li>-Google Meet</li> <li>-Google Translate</li> <li>-Google Drive</li> </ul>	<ul style="list-style-type: none"> <li>-Google Classroom</li> <li>-Google Meet</li> <li>-Google Translate</li> <li>-YouTube</li> </ul>	<ul style="list-style-type: none"> <li>-Google Classroom</li> <li>-Google Meet</li> <li>-Google Translate</li> <li>-Google Drive</li> </ul>



-Google Drive	-YouTube	-Facebook	-YouTube
-PowerPoint	-Facebook	-WhatsApp	-Facebook
	-WhatsApp	- <i>Ruang Guru</i>	-WhatsApp
	-Ruang Guru	-Scribd	- <i>Ruang Guru</i>
	-Online Dictionary		-Online Dictionary
	-English Online Games		
<b>Codes :</b> WhatsApp, Google Meet, Google Classroom, YouTube, Google Drive, PowerPoint, Google Translate, Facebook, <i>Ruang Guru</i> , Online Dictionary, English Online Games, and Scribd.			

In the first theme, the teachers and students faced the same problems in English online learning: unstable internet connection and limited internet quota. Besides that, the teachers mentioned that it was hard to do assessments and manage learning time. The students added that they faced the lack of digital devices because of the economic factor, lots of assignments, boring learning activities, noisy environment, laziness in completing assignments, and difficulty in using many online applications.

In the second theme, the teachers and students delivered several solutions to overcome the problems in English online learning. The teachers suggested the students ask for the assignments directly at school, and some students did it for sure. The teachers also sometimes called parents and friends to check the passive students' conditions and searched information on the internet for the online learning application procedures. Moreover, they provided offline learning videos and flexible learning time. Meanwhile, the students asked for help from their family and friends to finish the assignments, utilized Google and Google Translate, read textbooks provided by the teacher, borrowed a good digital device, went to a place with a stable signal, then discussed and learned together with friends.

In the last theme, the teachers and students mentioned several applications or media they used in online English learning activities. Both teachers and students mentioned that they used WhatsApp, Google Meet, Google Classroom, YouTube, and Google Drive for English online learning. The students added other applications: Google Translate, Facebook, *Ruang Guru*, Online Dictionary, English Online Games, and Scribd. In addition, the teacher also wrote another application that helped them to teach online,

which was PowerPoint. All in all, these data of problems, solutions, and applications used in English online learning were verified enough to reach the objectives of the study.

## **4.2 Discussion of the study**

Researcher continued to discuss the findings of the study. Using the three questions of close-ended and three questions of open-ended questionnaire, the instrument was provided to find out the problems faced by the teacher and student in running the online English learning, what the teachers do to overcome the problems in running the online English learning, and the platform that the teachers and students use in running the online English learning at SMP Negeri 6 Indralaya.

### **4.2.1 Problems/Obstacles in English Online Learning Activities**

In this section, the participants were asked to answer the first and second questions from the close-ended and open-ended questionnaire, which were related to the problem of the online learning implementation. The first closed-ended question asked “Have you faced any problems/obstacles in carrying out online English learning activities during the COVID-19 pandemic at SMP Negeri 6 Indralaya?” 41 students (49%) chose option yes, while 43 students (51%) chose option no. Based on the percentage, most students were not faced any problem in English learning activities during the pandemic. However, only two students differed between the options, which was considered insignificantly different. From the 49% students’ perspectives, the problem they faced were the lack of digital devices because of the economic factor, lots of assignments, boring learning activities, noisy environment, laziness in completing assignments, and difficulty in using many online applications. Researcher found out that most of the problem previously mentioned was often happened in conventional-class (offline learning). Lots of assignments, boring learning activities, noisy environment, laziness in completing assignments were regular problem faced by teachers and students all over the world either offline or online learning (Salahuddin et al., 2022). It was also supported by Atmojo and Nugroho (2020) along with GillettSwan (2017) by considering that many factors affected student involvement and participation during the online learning process, such as assignments, subject matter, internet access, and internet quota.

Moreover, most of them mentioned that unstable internet connection and limited internet quota were the major problems faced in online learning. Mishra et al. (2020) state that unstable internet networking was the main problem even in higher education especially in video conference meeting. They also added that by keeping students to turn

off the camera and audio in video conference meeting, this problem could be minimized. Unfortunately, if learning continued like that, the effectiveness of learning was feared to drop drastically. The students' activeness in the class also would not be seen because they stayed on mute and off-cam. On the one hand, learning in secondary education usually still required guidance and detailed explanations about the lesson from the teacher (teacher's talk) (Kusuma et al., 2021). The teachers might lose their enthusiasm for teaching and explaining the materials because it was like they were talking to themselves if there was no response in class.

However, the results from the previous explanation were inversely proportional to the study conducted by Sedova et al. (2019). Their research states that in delivering the material, the teacher used the lecture method, where students just sat, took notes, and listened to what the teacher said even in online learning. There were few opportunities for them to ask questions. Thus, the learning atmosphere was not conducive, so students became passive. And all of that proved whether there was a response given or not, the method applied was already unsuccessful in making students understand well what they were learning (Shamsipour & Allami, 2012).

The teachers also mentioned that it was hard to do online assessments and manage learning time. It was caused due to irregular time management during the pandemic. By studying at home, students and teachers would not focus on lessons alone due to the many distractions from the surrounding environment (Insyra & Erlina, 2022). Additionally, the majority of them did many activities at the same time, causing learning activities to be neglected. Nevertheless, the statement in this study is inversely proportional to the research conducted by Maruf and Anjely (2020). The results of their research revealed that online learning created a peaceful and comfortable atmosphere for students to study anytime, anywhere.

Furthermore, the Covid-19 pandemic also significantly impacted all sectors of life, including the economy. Yet, the children who attended school had to take online learning with the cost of purchasing an internet quota which was quite expensive (Suri et al., 2021). Especially if students had to attend video conference meetings that required a lot of internet quota, have expertise in running learning applications, as well as capable devices and technology to support the smooth running of the class. Online learning required a relatively large internet quota and expensive devices, which were very demanding for students.

#### **4.2.2 Solutions to the Problems in English Online Learning Activities**

In this section, the participants were asked to answer the third and fourth questions from the close-ended and open-ended questionnaire, which were related to solutions to the problems in English online learning activities. The second close-ended question asked “Based on your answer to question number 2, have you implemented various solutions to overcome problems/obstacles in carrying out online English learning activities during the covid-19 pandemic at SMP Negeri 6 Indralaya Utara?”. 41 students (49%) chose option yes, while 43 students (51%) chose option no. Based on the percentage, most students had not implemented various solutions to overcome problems/obstacles in carrying out online English learning. Same as the previous result, only two students differed between the options, which was considered insignificantly different. So, the researcher continued to deepen the information of the other 41 students (49%). According to Hodges et al. (2020), teachers were required to apply good learning strategies that can be designed according to student needs, especially in the online learning system which was considered unfamiliar to the Indonesian people in general. The majority of Indonesian people were technology illiterate (Asdin & Erlina, 2022). So that it was challenging for some sectors to implement online learning. In this study, the teachers at SMPN 6 Indralaya utara provided solutions to students regarding materials or assignments that they did not understand in online learning directly, either through other media such as telephones, text messages, or meeting teachers in person. The teachers also sometimes called parents and classmates to check the passive students' conditions. So, the teacher can know the cause of the absence or inactivity of students in class. Teachers at SMPN 6 Indralaya also searched information on the internet for the online learning application procedures to make it easier for students to use applications in English online learning. Moreover, they provided offline learning videos and flexible learning time. These things must be done to attract students' interest in learning so that they continued to be enthusiastic even though they had to study online. Thus, implementation of online learning strategy at SMPN 6 Indralaya considered acceptable. However, a study by Branch and Dousay (2015) against the result of the present study by stating that due to the lack of an appropriate design which considered “too adapting students' needs” and development process in the learning adaptation process, online learning was rejected during the pandemic as an effective alternative education system in emergency distance learning.

On the other hand, the facts showed that there was a need for collaboration between teachers and students to overcome the negative effect of the Covid-19 Pandemic

learning system. Students must also be able to overcome the difficulties encountered during online learning. In addition, the limited time and the limited number of English language teachers at SMPN 6 Indralaya caused the school to be incapable of optimally addressing the existing problems. The researcher highlighted that in overcoming learning difficulties, some students took the initiative to ask for help from their family and friends to finish the assignments. Based on inquiry conducted by Daniel (2020), students whose parents were not supportive and had a home environment that was not conducive to learning can lead to suboptimal learning outcomes. The students at SMPN 6 Indralaya also read textbooks provided by the teacher. In case they found difficulties in finding the meaning of a word, they utilized Google and Google Translate to help aside the old-fashioned dictionary (Veda et al., 2016). They also borrowed a suitable digital device and tried to go to a place with a stable signal to attend lesson meetings. Then discussed and learned together with friends about the materials and topics discussed at the meeting.

#### **4.2.3 Applications Used in English Online Learning Activities**

In this section, the participants were asked to answer the fifth and sixth questions from the close-ended and open-ended questionnaire, which were related application used in English online learning. The third close-ended question asked “Do you use various applications in carrying out online English learning activities during the covid-19 pandemic at SMP Negeri 6 Indralaya Utara?” 83 students (99%) chose option yes, while one student (1%) chose option no. Based on the percentage, most students had used various applications in carrying out English online learning. From the data obtained of the open-ended question, it was found that both teachers and students used WhatsApp, Google Meet, Google Classroom, YouTube, and Google Drive for English online learning. The students added other applications: Google Translate, Facebook, *Ruang Guru*, Online Dictionary, English Online Games, and Scribd. In addition, the teacher also wrote another application that helped them to teach online, which was PowerPoint. In the researcher's view regarding the online learning was the need for careful preparation, the readiness of teachers and students, and also no less important was the suitability of the material with the application used. However, in reality, the implementation of online learning caused many problems faced by both teachers and students (Dwitalia Sari, 2021). There were several common factors, many problems with online learning, essential basic aspects related to equity and readiness of supporting devices such as information media, and the ability of teachers to adapt the teaching strategy (Doucet et al., 2020). For example, the use of LMS (learning management system) at Sriwijaya

University. A study conducted by Aprianti and Kurniawan (2022) found that the UNSRI E-Learning system sometimes crashed and slowed down when too many users tried to sign in, which made some students consider that UNSRI E-Learning obstructed the online learning in their courses. Thus there was a possibility that it might occur in the applications and social media mentioned earlier so that it can cause difficulties in implementing English online learning at SMPN 6 Indralaya. However, this concern can be overcome because the developers of these programs constantly update the system to improve and renew the application's performance so that it will be more effective when used.