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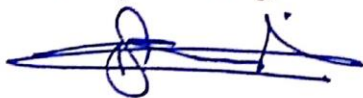
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Problems faced by the Teachers and Students of SMPN 6 Indralaya in Running the Online English Teaching and Learning Activities

by 06011181621075 Resi Gustiana

Submission date: 21-Nov-2022 02:49PM (UTC+0700)

Submission ID: 1960144795

File name: cek_turnitin_perpus_unsri_Resi_Gustiana_-_Resigus_Ana.docx (137.27K)

Word count: 18751

Character count: 104264

PROBLEMS FACED BY THE TEACHERS AND STUDENTS OF SMP NEGERI 6 INDRALAYA UTARA IN RUNNING THE ONLINE ENGLISH TEACHING AND LEARNING ACTIVITIES

ABSTRACT

Online learning is distance learning with internet-based technology that can be useful to facilitate and improve student skills. In this study, the teachers and almost half of the students (49%) faced several problems and implemented multiple solutions in online English learning activities. This study aimed to find the problems teachers and students faced in running online English teaching in learning at SMP Negeri 6 Indralaya. Also, the solutions to the problems and the platforms they used in online English learning. The data were collected through a questionnaire and analyzed qualitatively through data reduction, data display, and data verification. The findings of the study showed that the participants faced unstable internet connection, limited internet quota, difficulty to manage learning time, lack of digital devices, lots of assignments, boring learning activities, noisy environment, laziness in completing assignments, and difficulty in using many online applications. Therefore, teachers implemented some strategy to overcome those problems, such as offering students to ask about the assignments directly at school, borrowing a good digital device, going to a place that had a good signal, and discussing and learning together with friends.

Keywords: Online Learning, Online English Learning, Problems Online Learning

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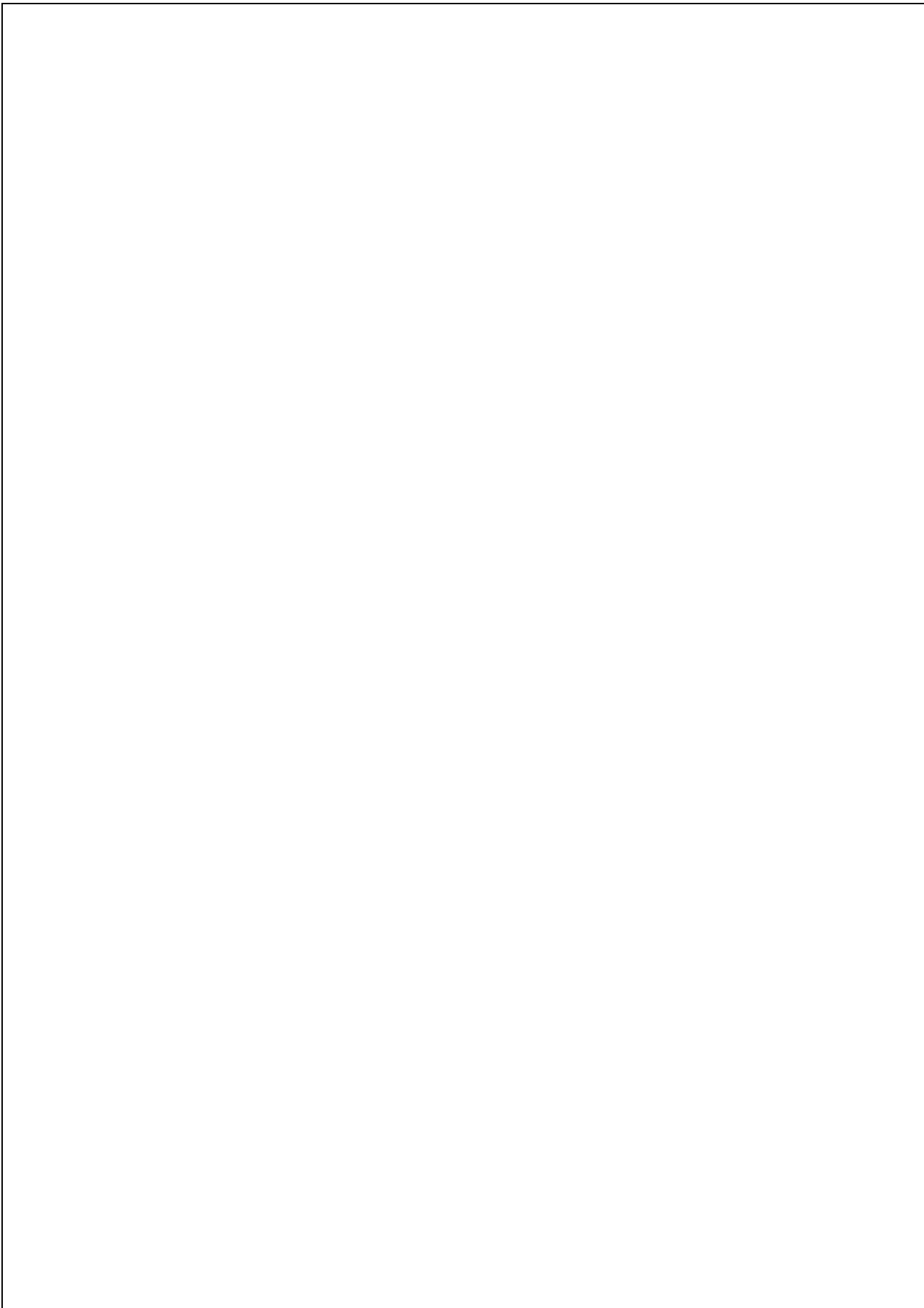
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CHAPTER I INTRODUCTION

This chapter presents (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1 Background of the Study

English is one of the languages that most people in the world connect with by knowing it as a beginner or as a native speaker (Ratminingsih, 2017 p. 1). There are four language skills listening, speaking, reading, and writing. Languages teach students how to communicate and use English (Usman et al. 2019). English lessons are causing a great deal of concern in the global education system (Edeh Michael et al., 2020). Covid-19 has spread rapidly in almost all 189 countries in the world, a gift from government agencies and the World Health Organization (W.H.O., 2020).

The government takes measures to prevent the spread of the virus by quarantine travel restrictions, and the closure of public facilities many several impacts on various aspects of the world, caused an economic crisis, tourism, religion and especially in the field of education, some research found that Covid -19 had a major impact on the education sector (Rahardjo & Pertiwi, 2020). Overcoming efforts to spread by the Indonesian government implement regulations to reduce the rate of spread of the coronavirus by imposing social distancing, physical distancing (Luh Devi, et al., 2020), but already has noxious effect on humanity, especially in education. New normal is an educational term that refers face-to-face learning activities switching to using electronic media e-learning (Simanihuruk et al., 2019). The government has adopted a policy of applicability in online learning from home (Utamia,2020).

Online based learning means that are done in the absence of direct physical interaction between teachers and students with the main purpose guide, train, organize (Sulasmiasi, M. 2021). Online learning is distance learning, especially with technology Internet-based electronics, the online learning approach has unique features structuralism, social constructionism, inclusive learning communities, learning computer based digital classroom, interactivity, independence, accessibility and enhancement (Nurhayati., et al 2020). Utilizes various applications such as Google Classroom, WhatsApp, Zoom, Google Meet (Ahdar, A., & Natsir, E.,2021), but in reality

implementation learning that is carried out online gives rise to so many problems that are felt and faced by teachers and students (Dwitalia Sari, 2021).

There are several common factors, many problems with online learning important basic aspects that related to equity and readiness supporting devices such as media Information, teacher abilities for participants learning (Doucet, et al 2020). Teachers and students take advantage of information technology that was imposed suddenly and parents also need to adapt in all kinds of material, physical, or psychological (Rofi'ah, 2021; Zahrawati & Aras, 2020). Teachers who have used to carry out learning activities directly at school class, this situation make the learning process is not conducive where change the spread of Covid-19 has become an instant thing and parents, teachers, and students forced and led to adapt internet technology with the aim of carrying out online learning. Teachers and students continue to do online learning (Rigianti, 2020). Technology is the only way to connect Students and teachers in carrying out online learning (Zahrawati & Nurhayati, 2021). The ability to teach by the teacher with all learning materials which must then be transferred to the classroom to students via virtual means that reading material must be delivered in the form of soft files (Mulyawan, U 2020). e-learning which usually stipulates the learning process through online classes with the main device in the form of a computer network (Munawaroh, 2018).

The use of e-learning can be useful to facilitate all access to knowledge and can improve student skills (Yistanti & Novita, 2019). Online learning aims for learning and teaching activities that depend on the presence of media and networks in carrying out them with easy access for students. The implementation of e-learning is not running effectively, during the covid -19 outbreak, schools and universities are rapidly implementing e-learning. Therefore, schools that have limited capabilities, e-learning and schools that have not provided e-learning resources have difficulty especially teachers who do not understand online applications (Zaharah & Kirilova, 2020). Many teachers will experience problems teacher becomes a facilitator who is responsible for providing easy learning for students (Sukitman et al, 2020). Previously, learning activities that took place in the classroom were carried out indirectly face to face. This leads to the teacher teaching need to use more creative methods or models online learning that aims to share knowledge with students anywhere. Teachers need to distribute materials using various online media desired online media, such as video and virtual media, characteristic does

not require students to participate in online learning. However, students must be good at accessing learning through internet media (Mastoah, 2020).

In addition, students are rarely guided by their parents and have no understanding. Students' development to prevent the learning process being carried out maximum (Satrianingrum & Prasetyo, 2020). However, (Huang et al., 2020) states there is no direct interaction between teachers and students, an effective pedagogical approach is needed to maintain student motivation and engagement during this long-term online learning. Ahmad (2016) EFL learning takes a lot of practice to implement. There is a problem with the implementation of the learning system. In a listening session, for example ICT equipment used by teachers to teach students in different locations, in remote areas is often ineffective. Even teachers are not in an optimal position to supervise students, hearing tests are in progress. In distance learning or online language courses students also found problems in imitating speech, such as teacher are also not able to teach students to speak optimally. The limited ability of teachers to maximize knowledge of social media and gadgets for learning activities. There is also the problem of the difficulty of controlling student responses to each activity or material (Sulistyo & Alyani, 2021; Zain et al., 2021) another problem is that teachers are not ready for online learning.

The transition from traditional learning systems to online systems happened suddenly without any proper preparation before the Covid-19 pandemic adaptations that need to be made in changing the learning system from traditional learning to online learning (Almaiah et al., 2020; Mamluah & Mauridi, 2021; Yen, 2020). The idea of adaptation comes from the simultaneous application of online learning to provide online-based education safely and effectively in terms of protection, given the role of education in times of crisis such as today (Chang et al., 2020).

In fact, teachers lack ICT skills and cannot adapt to change technology and information based learning. It is inevitable for teachers to use technology to support their education. Especially during the Covid-19 pandemic, it is necessary to carry out ICT-based learning to learn. Bazimaziki (2020: p 299) also found that the change in the learning model from face to face to online, if the education provided needs to include ethical values, critical thinking, analytical thinking, and even communication skills, it is very difficult to achieve these skills and constrained by limited ICT skills and resources Gao & Zhang (2020). Teachers should have a clear understanding of the characteristics, benefits and barriers of online education. They must be familiar with ICT and understand

student learning needs, online educational practices, and the need to combine traditional classroom teaching methods with online practice. But basically, the role of the teacher cannot be supported by technology and very sophisticated.

The use of technology in education is only to make it easier for teachers Knowledge transfer, not student character construction. According to Education professionals (Voogt et al 2014). Goodboy (2016) technology is impossible replace the teacher. Some of the problems faced by students in learning at home or lack of facilities that can support the implementation of bold learning where some students do not have media in the form of smartphones (android) or laptops in supporting the bold learning process. Lack of adequate facilities in the form of an internet network that can support learning and limited internet network access (allocation), students with a fairly stable quota they cannot participate in online learning (Zahrawati & Ramadani, 2021).

In addition to these problems, students also have limited ability to understand the material. Given by the teacher, there is no direct interaction with the teacher or friends her age. It can be said that online learning is not effective (Haryadi & Selviani, 2021). In online learning, students participate in educational and learning activities. Students must be willing to understand that they are ready to learn to prepare for and experience this process And adapt to the new era of dependence on electronic devices for online learning. Online learning has two main characteristics. Active learner participation and assignments (Alshammari, 2020; Shetu et al., 2021). However, given the current issues, it seems difficult to support him in times of a pandemic. As one of the subjects taught online, English his working as an international language used by most people in the world, not only as a means of communication between nations, but more general and important as a science and technology, students will benefit from learning a foreign language. In fact, many schools of kindergarten children have introduced this language.

English is a subject that must be studied by students, especially at SMP N 6 Indralaya Utara. This research answers questions about problems related to the online English learning process. This is the first effective and sustainable online quality assurance launched by SMP Negeri 6 Indralaya, during the Covid-19 pandemic learning process some of the facts and the theoretical and empirical foundations mentioned above are very important to identify the problems that teachers and students face when learning English online schools..

In addition, students rarely pay attention to the teacher's explanation, especially if the online teacher only provides part of the learning material in the research group and

does not provide feedback. However, as previously mentioned, In this case the teacher needs an interesting way of carrying out the learning process that students can understand and apply the material taught both by the teacher and especially at SMP Negeri 6 Indralaya utara everything has advantages and disadvantages, students and teachers cannot meet in person teachers cannot monitor students directly. This can make it difficult for students to absorb the lessons. Qadafi (2020), found that the transition to the delivery of English learning materials that have been prepared by the teacher for online classes is more risky for students who are not able (knowledge) when they are give into online classes because of the lack of close guidancelive. This means that, there are significant problems that teachers faced during online English classes. It is important to provide direction before the lesson begins to build a relationship between the student and the teacher. Interaction constrained by distance is certainly difficult, with irregular communication, if the teacher cannot monitor directly, it becomes difficult for the teacher to understand the character of the students and the lack of communication between the two Students at SMPN 6 Indralaya utara have basic knowledge of elementary school, but eliminate the possibility of not knowing english because english is a foreign language. For that, it is hoped that the English teachers of SMP N 6 Indralaya think of English as an international language and learn english to face a brighter future.

Based on the description above, researchers are interested in examining the usefulness of problems related to some of the problems encountered during online learning by conducting a study entitled ". "Problems Faced by the English Teachers and Students of SMP Negeri 6 Indralaya in Running the Online English Teaching and learning Activities".

1.2 The Problems of the Study

To conduct this study, the following research questions were established:

- a. what problems did the teachers and students have in running the online English teaching and learning activities during pandemic Covid -19 at SMP Negeri 6 Indralaya utara?
- b. what did the teachers and students do to overcome their problems in running the online English teaching and learning activities at SMP 6 Indralaya utara?
- c. what did the platform teachers and students use in running the online English ?

1.3 The Objectives of the Study

Based on the above problems, this study is aimed at finding out:

- a. the problems faced teachers and students in running the online English teaching in learning activities during a pandemic at SMP Negeri 6 Indralaya.
- b. what the teachers did to overcome their problems in running the online English teaching in learning at SMP Negeri 6 Indralaya.
- c. the platform that the teachers and students use in running the online English teaching in learning at SMP Negeri 6 Indralaya.

1.4 The Significance of the Study

After completing this research, the researcher hopes that the results of this research can be useful for those in need. Theoretically, this survey was conducted to investigate the problems faced by teachers and students when conducting online learning activities in schools English. This study is expected to help others to find problems that occur in a pandemic situation where students need to study online at home and teachers need to teach from home and teacher problems in teaching.

a. Teachers

In this study, it is hoped that it can be used to find solutions to problems faced by teachers when teaching online, and create the use of online learning media so that teachers are accustomed to using technology, hopefully the target. And off-line learning.

b . Students

In this study, the researcher wish to motivate the students to learn with limited interaction between students and teachers.

CHAPTER II

LITERATURE REVIEW

This chapter presents a review of the related literature used in this study. The views of related literature have a goal of information concerned with the research questions.

2.1 Teaching Strategies

Recommended best practices for online learning development are a combination of collaborative activities, reflection, good scoring criteria, and technology integration (Niess & Gillow-Wiles, 2013). Implementing learning re-planning strategies using other things that are effective for instructors in properly transitioning face-to-face classroom learning into online learning and successfully integrating technology into online learning. In addition, the new curriculum design reduces costs and increases retention (Gilroy, 2006; Spiceland, Spiceland, & Schaeffer, 2015).

Consistent with andragogy principles, instructional design strategies support the use of interactive learning in online learning contexts by using multimedia tool functions (Twigg, 2003). The combination of online learning, automated comments, small discussion groups, and a supportive learning community to support students master learning is an important part of learning redesign (Twigg, 2005). Although the scope is not the same, the best teaching methods are generally the same for online and face-to-face classes. Miller (2014) presents six concepts of effective teaching: Peer interaction, active participation of students in learning, commitment to student efforts and assignments, individualization of each student, diversity, and the necessity of higher thought processes. Miller sees additional strategies to consider when teaching online, which are not a factor in in-person classes. Instructors need to think about how to combine the use of synchronous activities, because online learning often follows an asynchronous model. No assumptions can be made about students' ability to use technology in online learning.

2.1.1 Teaching Problems

The barriers to good and effective transfer of lessons taught in face-to-face classes to online classes continue to be a problem. Anderson, Inslieke and Standerford, 2011, found one of the barriers to be a "disconnection between how teachers learn to teach" and how to deliver learning content effectively in online learning. This disconnect, while not new is a challenge because many teacher education programs may not be able to keep up with developments online. Scope of education. Another obstacle described by Anderson et al is that there are almost no institutional expectations for online learning. This is also what teachers and students, staff expect. Without clear references and expectations for school members, there is no way to evaluate the effectiveness of online learning. In addition, Anderson et al. (2011) explained that feedback from teachers rarely helps them adapt their teaching to face-to-face teaching. In addition, online learning delivery methods differ from traditional face-to-face classes (Anderson et al., 2011; Fein & Logan, 2003; Juan et al., 2011) student interactions occur between students and teachers, students and peers and technology.

Technology of course, technology and curriculum developers must facilitate these changes in a facilitating role, as Feinand Logan (2003) illustrates. Likewise, Coppola et al. (2001) describe role reversal for the teacher as a way to facilitate student-peer interaction. While the interactions between educational platforms may vary, they are necessary to ensure the success of this learning. many teachers struggle with content delivery and student engagement because they lack visual, face-to-face contact with their students (Crawley, Fewell, & Sugar, 2009) and therefore have no control over how to personalize instruction.

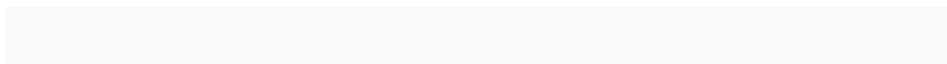
2.1.2 E Learning

In implementing the brave learning system, it is closely related to the concepts of "Internet" and "technology" as supporting systems. In this 4.0 era, teachers must master the internet and technology in the classroom. Traditional face-to-face meetings must be integrated into a blended learning system based on online learning. Particularly in dealing with the COVID-19 outbreak, an online learning system has been implemented which allows teaching and learning from home since the pandemic forced the learning system from home. Various technology and information products can be used in the implementation of challenging learning. to support online teaching.

The first application supported for online learning was WhatsApp. This is a mostly free-to-use dialogue space. Whatsapp effectively increases learning success and develops positive student opinions about using Whatsapp in courses (Cetinkaya, 2017). Whatsapp is also a suitable tool for increasing student motivation (Amry, 2014; Mbukusa, 2018). Whatsapp as a valid communication tool (Guler, 2016). Another application that supports online learning is Google Classroom. It is also a free-to-use application created to help students and teachers interact and carry out online learning. As stated by Azhar & Iqbal (2018), Google Classroom allows teachers to manage class activities efficiently and effectively.

However, some teachers said that WhatsApp was only a basic classroom and document management tool and had no significant impact on teaching methods (Azhar & Iqbal, 2018). We also want to see some limitations in using Google Classroom, related to the need for smartphone support and the availability of mobile data when running this application (Alim et., 2019). Social media that can be used in the online learning process is YouTube. The introduction of YouTube videos in class greatly increases class flexibility.

The use of YouTube in the classroom plays an important role in helping students understand class, has a big impact on student understanding, and also provides good teaching materials (Almurashi, 2016). There are still many other media that can be used as tools to support online teaching, such as: ZOOM, Google Meet, Facebook. Accuracy regarding the selection of appropriate learning methods must be made consciously based on the teacher's ability to use technological media, student conditions, and other important systems. Therefore, the application of supporting tools helps teachers and students to manage online learning systems in implementing online teaching and learning.



2.2 Method of online Learning

This sections describes and reviews the method of online learning

a. Synchronous learning

Synchronous training means "at the same time". Synchronous training is a type of training in which the learning process occurs while the teacher is teaching and the students are learning. It supports direct communication between teachers and students via the internet and intranets. Synchronous e-learning courses are used in training and conferences with participants from many countries.

In practice, synchronous training requires that both teachers and students have internet access. The teacher provides material in the form of presentation slides, and students can listen directly via the internet. Students can also ask questions directly and via chat from within the application/web used for learning. Synchronoustraining tries a virtual real class image that can be accessed via the Internet. Synchronous training is also known as a virtual class (Hartanto, 2016). Students' e-learning, learning process needs to support the media to implement and improve learning (Rustiani, et al., 2019). The media used in e-learning are smartphones (smartphones), computers/laptops, applications, and internet networks.

However, given the unequal economic situation, not all parents can meet this need. As a result, the e-learning process is not well communicated (Suwanto, 2017). Children cannot participate in learning due to lack of facilities. Integrating online and offline learning is a democratic step to continue the proliferation of e-learning in the classroom. In short, e-learning cannot replace face-to-face learning because face-to-face methods are more effective than online learning and e-learning. In addition, limited Internet access, hardware and software, and management are often barriers to online learning.

b. Asynchronous learning

Asynchronous means not concurrently. Students can take different study times by providing material for the teachers. Asynchronous training is very popular in e-learning because students have access to learning materials anytime, anywhere. Students can carry out and complete studies at any time with the specified schedule. Learning can be in the form of a collection of readings, animations, simulations, educational games, tests, quizzes, and assignments. According to Romisatriawahono (2008), the components that make up e-learning are e-learning infrastructure, e-learning systems and applications, and e-learning content. E-learning infrastructure is the equipment used in e-learning and means the form of a personal computer (PC), i.e. a personal computer, a computer network, or a collection of various devices in the following forms: A computer that synchronizes the same time.

The learning process takes place simultaneously between educators and students. This supports direct online interaction between educators and students. Asynchronous training means "not at the same time". So, one can take training at a different time than the instructor providing the training. This training is more popular in the e-learning world because it provides more benefits for trainees because they can access the training anytime and anywhere.

First, asynchronous e-learning: Reflects a complex problem; if the meeting is not possible, family, other obligations, students has more time play because this does not need to answer immediately, E-mail as asynchronous type, use it as a discussion board and a blog examples are as follows expected to be courage everyday and students who want to share ideas about educational topics and are also expected to meet with colleagues .

Participate in online discussions in the discussion. Then in synchronization that clumps. It's no more complicated. Learn to be a problem, instruction, student acquaintance quick response uses synchronous facilities as in video conferencing. Direct electronic messages and talk, and face meeting in groups, it is advisable to use electronic instant messaging as a means to detect each other, share teachers who need to convey ideas of concept and design assignments from the materials, you can easily develop Internet literature by video conferencing and a teachers who has to easily send your ideas and literature material can provide internet lectures on video conferencing.

In online teaching, there is a two-way interaction between teachers and students. This is very important. This is because if the interaction is received in one direction, there is no learning, and not only during online learning, but also two-way interaction. However, it must be done with a two-way interaction. It also runs during offline learning. This should be done while studying.

In fact, the interactions that occur when becoming an online teacher online learning is less effective because there is no two-way interaction between teachers and students, causing problems caused by teachers when learning online. Very different from what you might expect. Lestyanawati & Widyantoro (2020) found three teaching methods used by Indonesian teachers use online conversation and video conferencing, combine online chat and video conferencing with online education and learning processes.

Meanwhile, they also found several obstacles in e-learning, including other technical skills, lack of facilities and infrastructure, teacher education strategies, and financial problems. As reported by Ramij & Sultana (2020), the lack of technical infrastructure, the high cost of the internet and the financial crisis in the family are also obstacles for teachers in online learning during the pandemic era.

According to Arriany (2020:119) online teaching instruction or electronic learning or e-learning, is learning that is given using electronic devices such as computers. Generally to access online learning materials through networks, websites, internet, intranets, CDs, and DVDs. From the explanation above, it can be concluded that the teacher is a means to communicate material to students as a facilitator, and because there is no direct interaction between students and teachers, it is difficult to learn under certain conditions.

2.2.1 Online learning activities

Education and learning activities take place every day in front of the same students, the same place, and the same conditions. This routine, of course, becomes a tedious learning activity, especially for students, as if the teacher cannot create a different lesson for each meeting. The role of the teacher here is to create and change the atmosphere so that all students are always comfortable and happy. These things can be made by teachers using teaching skills, various learning media and applications according to appropriate learning methods. Online learning is a new thing for the world of Indonesian education, especially e-learning.

According to (O'Connor and Andrews, 2018), online learning or blended learning methods can improve learning outcomes. It is also effective in teaching English grammar of English, foreign learners (Pinto Llorente et al., 2016). The most common form of education is the direct transmission of information from teachers to students (Maruf & Anjely, 2020). However, using traditional teaching methods, students often lose interest, are less engaged in lessons, or are absent from lessons.

Online learning creates a relaxed and fun environment for students to study anytime, anywhere (Maruf & Anjely, 2020).

There are many types of LMS used in online learning modes during this pandemic, including Zoom, MS Team (Dwivedi et al., 2020; Qazi et al., 2020), Google Forms, and Google Classroom. These tools have been successfully used as an alternative to face-to-face education (Dhawan, 2020). Several researchers have conducted research related to online learning in covid 19, Ali (2020) has studied online learning and distance learning in universities, how EFL teachers apply online EFL learning. Online learning refers to the use of internet-based technology features that are highly dependent on the availability of information technology . Students' perceptions of online learning during the COVID19 pandemic were revealed.

Online learning or e-learning is defined as a learning process based on the use of technology and products such as wikis, blogs, podcasts, social software, and digital technology in game technology (Ezeetal., 2018; Garavanetal., 2010). Online learning is important to do protect the public from the CoronVirus.

Moreover, it is argued that active learning is ambiguously involved because it is difficult to study active learning simply by evaluating active learning, posting on discussion forums, and conducting online tests (Shetuetal.,). 2021). There are many factors that can affect student involvement and participation during the online learning process, such as assignment submission, course materials, internet access, and internet quota (Atmojo & Nugroho, 2020; GillettSwan, 2017).

In addition, students face problems in the online learning process due to various factors such as academic ability, internet access, and the presence of technical problems (Sari et al., 2020). These results are in accordance with the problems faced by Indonesian students when studying online. Before the pandemic, there were problems with online learning, such as problems with internet access. Problems faced by students when

studying online include unstable internet connectivity, financial problems, and low digital literacy (Atmojo & Nugroho, 2020).

Effective online teaching consists of online teaching and learning, several research papers, principles, prototypes, theories, ethical refinements, and a concentration on the design, teaching and learning of quality online courses (Hodges et al., 2020; Bozkurt & Sharma, 2020), effective online learning is a by-product of careful lesson design and planning, which applies an application model to lesson design and development (Branch & Dousay, 2015).

Due to the lack of careful design and development processes in the migration process (Branch & Dousay, 2015), the modern online teaching experience was rejected during the pandemic as an effective online education rather than emergency distance learning (Bozkurt & Sharma, 2020). Hodges et al. , 2020; Vlachopoulos, 2020).

Adapted From Nina (2011) p. 225-248

	Traditional Learning	E-learning
Classroom	Teacher is more active	Students communicate
Discussions	communicate more than Students.	more active than the teacher
Learning Process	Learning is carried out with the participation of the whole class. Multiple group or individual studies	Most of the learning process is carried out by groups or students Individual students.
Subject matter	Teachers carry out learning according to the existing learning program and curriculum.	Students participate in determining the material. Learn based on its various sources of information, including web databases and cleaning materials found by Students.
Emphases in the Learning Process	Students learn "what", not "how". Students and teachers are busy completing the required quota of materials. Students are not included in the research-based education or problem solving, but belong to the working group of teachers	Students learn "how" not "what". Learning involves research .A study that collects and aggregates information from web databases and government agency network communication; Learning is closer to the real world, the topics are richer and contain material.

Motivation	The students' Low Motivation, and the subject far from them	Students' high motivation to participate in things that are closer to them and use technology.
Teacher's Role	The teacher is the authority.	The teacher will instruct information to students
Location of Learning	To learn requires a location in the classroom and school	To study in an undecided place position
Lesson Structure	The teacher dictates structure with lesson or time sharing	The structure of affected learning Group dynamics.

Based on the table above, traditional learning and e-learning, namely class discussion, focus on the learning process, learning materials, learning processes, Motivation, teacher's role, place of learning, learning structure.

2.2.2 Teachers and Students Problems

As a general factor, there are many barriers to online learning. Basic aspects related to justice and preparedness, such as: Supporting devices such as information media, teacher abilities for participants learning (Doucet, et al 2020). Rigianti (2020) relates his research to the barriers to online learning of teachers and students found significant barriers to the inefficiency of learning management Material Selection and its provision through online learning.

Learning From Home (LFH) activity is a challenge for teachers, students and parents because this they have never experienced before. Collaboration between teachers and parents are the primary keys to success (Qadafi, 2019). Researchers believe This good collaboration will undoubtedly have a good impact on all aspects, including on learning English. The problem of online learning is not only experienced by one party, but also felt by the teacher, students, and parents. Teachers must be able to adapt to the blended learning model during the pandemic.

Teachers must begin to adapt to the use of IT tools in teacher education, they need to create a new curriculum to adapt their learning system in the pandemic era, they also need to be creative in providing materials so that students do not get bored while studying at Google Meet. The teacher provides an online learning platform in the form of YouTube links, videos and powerpoints. The closeness between students and teachers is limited by distance, so that teachers also cannot unite, especially those who have not mastered the subject matter and the learning environment will also affect students' mental health problems. Student problems manifest themselves in the form of a stigma that they have to do learning activities.

There are several ways given to students even the tasks given by the teacher are mostly done by students his family. Evaluation is carried out by the teacher in learning , as well as face-to-face learning study of cognitive, emotional, and psychomotor aspects also rated . The teacher gives assignments to assess cognitive aspects in the form of homework by students through applications or submitted assignments. This is also a problem faced by teachers in online learning, namely the teacher's doubts in assessing student learning outcomes online, and teachers also learn in terms of emotional and psychomotor assessments.

The evaluation restrictions because learning activities cannot be observed directly by the learning teacher who is carried out by students (Sari, 2021; Zahrawati & Ramadani, 2021). Huang et al. (2020:2) also describes the three main challenges facing online learning today. First, the teacher has very limited time to prepare online learning material becomes offline. Second, lack of opportunity or limited opportunities Teachers and students can interact directly and freely during the online learning process This causes problems in the learning process. Third, the use of a pedagogical approach to is being effective, more effort is needed to motivate and students. Byun & Slavin (2020:665) also argue that school facilities are appropriate.

2.3.3 Social Media for Online learning

Social Media for Education, Social has influenced how content is delivered in education and learning, and how individuals share, collaborate, and collaborate on ideas, resources, and news. (Alshabeb & Almarqan, 2018) distinguishes the difference between working properly and equally as follows: Teamwork, on the other hand is a direct collaboration between individuals to produce a product, requiring compromise, consultation, and perspective on the perspectives of others. (Hamat & Hassan, 2019) Offer It supports people to "share concepts, content, emotions and relationships online". Social media is used in education for formal and informal learning that is practiced in messaging and games. Facebook is one of the most used social media sites.

Mark Zuckerberg created for people from different backgrounds to use and encouraged them to participate. People use Facebook to stay in touch with each other. Communicate with family, friends and campus without wasting time. "People in collectivist societies use social networking platforms to build close relationships with multiple connections, rather than establishing new interactions with people." (Ambarwati et al., 2019). Facebook users are women, which is an interesting aspect of this phenomenon.

a. Google Classroom

Google classromm is one of the Google Apps for Education (GAFE) websites.Productivity app for teachers and students in online learning and collaboration. This applications are free to download but must be submitted to educational institutions. If GAFE makes many popular Google applications such as Gmail, Google Calendar and Google Wahana that anyone can use, Google Classroom is only available in GAFE. This application provides a central site for interacting with students, providing feedback, and assigning homework. Zhang (2016) Google Categories' main strengths are their time-saving features and their easy-to-use and very simple setup. The Google classroom is like a virtual extension of the brick and mortar classroom. Start by creating a class and adding students. Support yourself with the features of this application such as sending information, starting conversations, sharing tasks and collecting emails. Google Classroom is a learning management system (LMS) built by Google for developers.

b. YouTube

Is entering the 20th century, the use of videos is increasing in various fields of society, including higher education. Supported by new pocket-sized camcorders with one-touch and high-resolution digital zoom, such as Flip Creative Labs, Kodak, Sony, Sanyo, Samsung (Wankel, 2009). YouTube is a rich source for teaching materials.

c. Whashapp

Is a free messaging application that runs on several smartphones, including iPhone and Android smartphones, and is often used by students to exchange visual messages such as photos, videos, audio, and simple text messages. Because WhatsApp requires internet access, you can access a lot of knowledge in real time and share information through technology instantly and easily (Gon & Rawekar, 2017).

Other Applications Mobile device features can give users a high degree of freedom while acting as a link to other sections of society. It is aimed at the user's desire to check information on the Internet and smartphone applications such as dictionaries, grammar and device errors. Document translation sources such as Google Translate, encyclopedias such as Wikipedia, and others. Travel (Veda et al., 2016).

2.3.4 Purpose Online Learning

Online learning is a school environment, its possible goals, according to education. Prioritized is more problematic than before (Traxler, 2018). One goal, according to education is to serve the economy and make people work, especially in the cash and pay for the work. It has already achieved mainstream recognition. Globalization only creates jobs as a competitive reality, but also The last 2 decades as businesses pursue a changing economy, capital, raw materials, taxes, and regime tariffs, but talks are higher on a hole in the labor market (McIntosh, 2013).

2.5 Previous Related Studies

As has been stated by several studies related to what the researcher wrote, the purpose of this study is to find out the problems faced by and Students of SMP Negeri 6 Indralaya in Teaching and learning English online Activity ". This study will focus on the relevant literature on the theories about it. And previous studies will be highlighted in this chapter.

First, Lipriani Padilah (2021) entitled The Challenge of an English Teacher in Online Teaching During the New Normal at MAN Kaur Regency, this study uses the interview method, observation, shows that the results of teacher interviews have problems faced by teachers during the online learning period, it is proven that teaching from danger as usual classes from students because they are effective because teachers have difficulty delivering material and giving scores to teachers, they don't know if their students cheat or not when doing assignments and when doing Zoom Meeting, many students don't work on their faces during lessons, so teachers don't know whether students are listening or not. material that is appreciated by the teacher it's a bit difficult because this course the internet is inadequate or the network has a little difficulty, so there are some students who have difficulty understanding the material presented because the internet network is not good.

Second, studies were conducted by Sukma (2001) entitled Problem Faced by English Teacher in Teaching English Online During the Covid-19 Pandemic at SMP N 2 Kedunggalar The object of this research is the problems faced by English teachers at SMP N 2 Kedunggalar in teaching online and describe teacher solutions in teaching English lessons online in SMP N 2 Kedunggalar. Researchers used interviews to obtain

data. The subjects of this study were two English teachers from SMP N 2 Kedunggalar. The results showed that the results of interviews and observations 80% said . Based on the interview data of the two English teachers at SMP N 2 Kedunggalar above, it can be seen that the problems faced by the two teachers are almost the same, namely there are some students who have difficulty accessing the internet, because sometimes it is unstable because locations that are not accessible to internet access, and many students are unresponsive or unresponsive .

Mella Sari's research (2021) entitled Teachers and Students Perception in Online Teaching and Learning English During the Corona Pandemic in this research was conducted by using study case research. The subjects of this research were one English teacher and IX-A grade of SMP N 5 Cepu, Blora academic year 2020/2021 which consisted of 32 students. The results of the study found that 60% of some students have negative perceptions with several factors that affect the perception. The first functional/personal factor related to the learning situation in the pandemic, students who argues negatively said that online learning is very different from face-to-face learning in the classroom. During the pandemic, the students learned by themselves at home with online materials and assignments submitted by the teacher and 20% Students who have a positive perception argue that online english learning is flexible, materials can be accessed anywhere and anytime.

Furthermore, students who have negative perceptions related to English learning in the Pandemic period. The negative perception is disposed to focus on their desires, trying to acquire and prove their self-worth. The students who have a negative perception argues that learning in times of pandemic is difficult to understand the material. The research studies above have differences and similarities with the research that will be carried out by the author, the difference is that previous studies took more data using questionnaires and observations and only used a few teachers as subjects and suggestions for students in learning. While the similarities are identifying problems faced by teachers during the process online teaching .

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
All Participants	86

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. Ya(Yes) B. Tidak (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 24andemic 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	100	0	0
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	100	0	0

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	49	43	51
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	49	43	51

	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	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

	<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"> • Siswa kurang paham ketika melakukan proses pembelajaran daring • Kuota internet siswa sangat terbatas • Keterbatasan signal juga bisa menghambat proses belajar mengajar dalam pembelajaran bahasa Inggris daring • Tidak semua siswa memiliki fasilitas yang bagus dirumah • Ekonomi orang tua yang tidak memadai • Kesulitan mengatur waktu saat proses pembelajaran • Sarana dan prasarana sekolah yang belum memadai <p>(Students do not understand when doing the online learning process</p> <p>Student's internet quota is very limited Signal limitations can also hinder the teaching and learning process in online English learning Not all students have good facilities at home Inadequate parental economy Difficulty in managing time during the learning process 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 tugas, 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 konsentrasi 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 ketikan 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 belajar 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,kartna 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 pejelasan 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 ruang guru 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	<p><i>tidak paham dengan apa yang dijelaskan guru dan tugas yang diberikan banyak, sehingga menumpuk.</i></p> <p>(did not understand what the teacher explained and the assignments given were many, so they piled up.)</p>
28	<p><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></p> <p>(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.)</p>
29	<p><i>tidak ada jaringan internet, tugas yang diberikan terlalu banyak dan capek mengerjkannya, bosan, tidak memahami materi belajar.</i></p> <p>(there is no internet network, the tasks given are too many and tired to do it, bored, don't understand the learning material.)</p>
30	<p><i>Tidak ada masalah, karena saya dibantu belajar oleh saudara dan membuka kamus jika tidak ada kosa kata yang dipahami.</i></p> <p>(There is no problem, because my brother helps me to study and opens the dictionary if there is no vocabulary that is understood.)</p>
31	<p><i>Tidak ada masalah, karena jaringan dirumah saya cukup bagaus dan materi yang disampaikan guru guru juga sudah jelas.</i></p> <p>(There is no problem, because the network at my house is quite good and the material presented by the teachers is also clear.)</p>

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 mmahami 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 dirumah bersama teman untuk membahas materi belajar yang dibagikan guru.</i> (There is no problem, because I attended the ruang guru 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 karna tidak aada penjelasan dari guru ,dan tidak punya hanpone dirumah.</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 dirumah 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 bhasa 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 bejar 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 hanpone 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 bnyak menumpuk dan membandingkan hasil jawabn 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 washappp, 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 sudah 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 sudah 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 mngerti 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 datamm bentuuk 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 dirumah.</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 disampaikan 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 memasang wifi dirumah agar tidak selalu membeli kuota.</i> (I took course in ruang guru 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 di rumah.</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 ruang guru, 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 memiliki 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 sangat 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 menjanmngkau 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 bisa 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 menyiuapakan ruangs n belajar online supaya</i></p>

	<p><i>konsentrasi 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

Teacher	Solutions
1	<p><i>Solusi yang diberikan untuk siswa yang tidak punya hp say meminta agar siswa tersebut datang kesekolah memintak dan menanyakan tugas yang belum dia kerjakan.Solusi 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> (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 di berikan.</i> (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 ke rumah teman yang memiliki wifi jika tidak ada jaringan di rumah 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 meminta 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

Student	Solutions
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 kepada 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

Teacher	Applications
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

Student	Applications
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

Student	Applications
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

Theme 1: Problems/Obstacles in English Online Learning Activities			
Responses			
Teachers	VIII.1 Students	VIII.2 Students	VIII.3 Students
-hard to do assessments	- 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		
Codes : hard to do assessments, 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.			

Theme 2: Solutions to the Problems in English Online Learning Activities

Responses

Teachers	VIII.1 Students	VIII.2 Students	VIII.3 Students
<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> -asked for help to family and friends to finish the assignments -utilized Google Translate - always read textbooks provided by the teacher -borrowed a good digital device -went to a place that had good signal 	<ul style="list-style-type: none"> - discussed and learned together with friends - borrowed a good digital device -asked friends to send the assignments to submit it on time -utilized Google and Google Translate 	<ul style="list-style-type: none"> - asked for help to friends to finish the assignments - utilized Google - borrowed a good digital device - asked the assignments directly at school

Codes : 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.

Theme 3: Applications Used in English Online Learning Activities

Responses

Teachers	VIII.1 Students	VIII.2 Students	VIII.3 Students
-WhatsApp	-Google Classroom	-Google Classroom	-Google Classroom
-Google Meet	-Google Meet	-Google Meet	-Google Meet
-Google Classroom	-Google Translate	-Google Translate	-Google Translate
-YouTube	-Google Drive	-YouTube	-Google Drive

-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		

Codes : WhatsApp, Google Meet, Google Classroom, YouTube, Google Drive, PowerPoint, Google Translate, Facebook, *Ruang Guru*, 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.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the study and suggestions for teachers, students, and other researchers.

5.1 Conclusions

This study was aimed at finding the problems faced by teachers and students in running the online English teaching, what the teachers did to overcome their problems, and the platform that the teachers and students used in running the online English teaching in learning at SMP Negeri 6 Indralaya. Eighty four students and two teachers at SMPN 6 Indralaya were the participants in this study. The data were collected through six questions in the form of questionnaire to get the students' and teachers' answers.

Based on the findings and discussions in the previous chapter, there were three conclusions drawn from this study. Firstly, there were some problems faced by both students and teachers in English online learning at SMPN 6 Indralaya such as unstable internet connection and limited internet quota, difficulty to manage learning time, 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. Therefore, the researcher provided the second problem of study to find the solution.

Secondly, it is about teachers and students method to overcome the English online learning problems at SMPN 6 Indralaya utara. The teachers implemented some ways to ensure the learning process went well; offer students to ask about the assignments directly at school, called the student's parents and friends if they did not attend the meeting, searched information in the internet for the online learning application procedures, provided offline learning videos to give them flexible learning time. The students also used some alternatives to help them in English online learning; 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.

Thirdly, teacher and students were asked about the platform they applied in English online learning at SMPN 6 Indralaya. Both students and teachers answered commonly used application or social media like WhatsApp, Google Meet, Google

Classroom, YouTube, Google Drive, Google Translate, Facebook, *Ruang Guru*, Online Dictionary, English Online Games, and Scribd.

5.2 Suggestions

According to the findings of the study, the researcher would like to deliver some suggestions to help improve the quality of English online learning at SMP Negeri 6 Indralaya:

5.2.1 For teachers

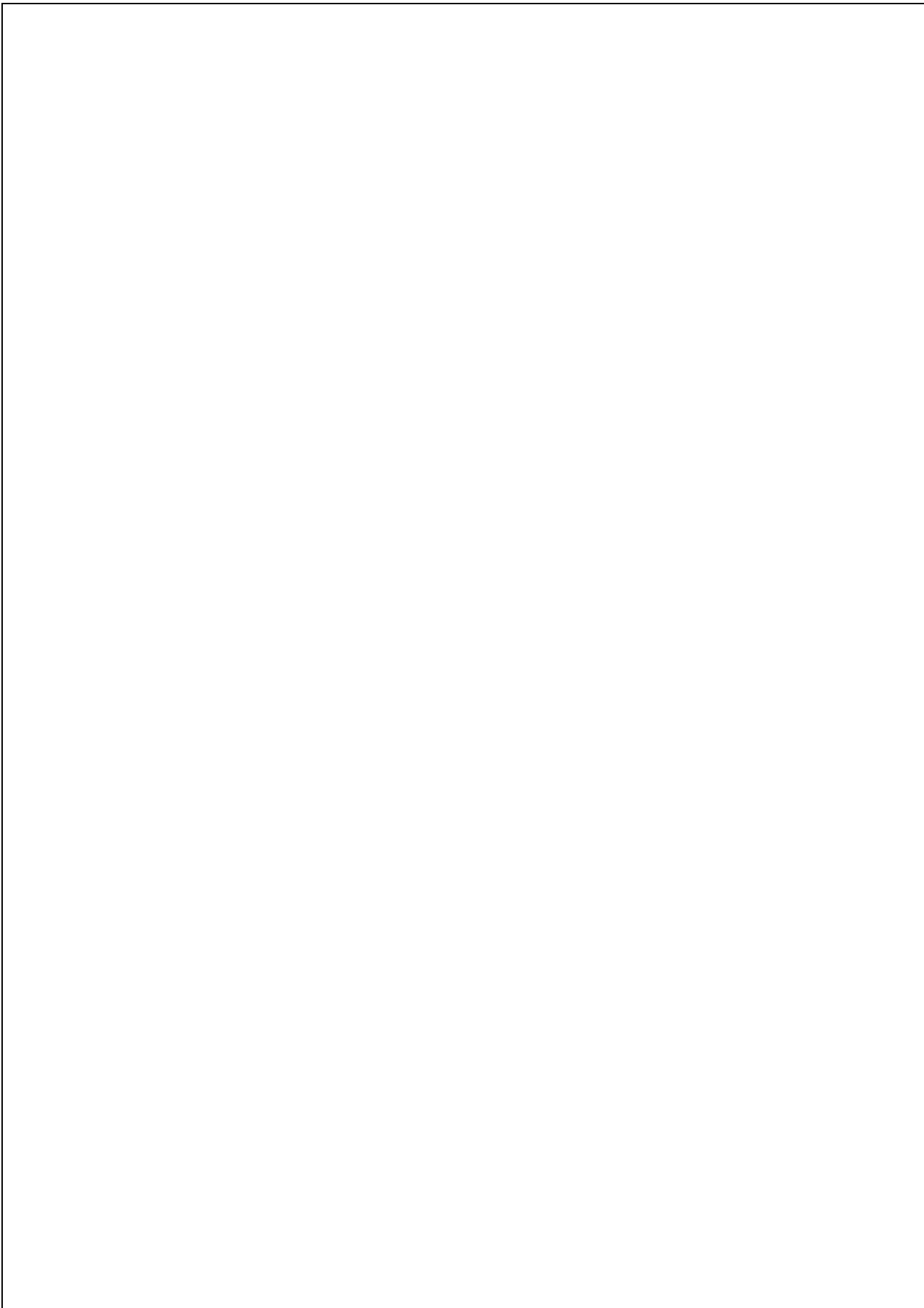
To improve teacher competence in operating technology-based media, teachers continue to learn from peers/peer tutors who are competent in the field, especially technology. Teachers should further develop their respective competencies, including skills in using information technology-based media. Furthermore, teachers should understand the characteristics of students to facilitate the online learning process. Due to the limited time and the absence of face-to-face meetings between teachers and students, it is hoped that teachers can be more sensitive to understand the circumstances and situations of each student.

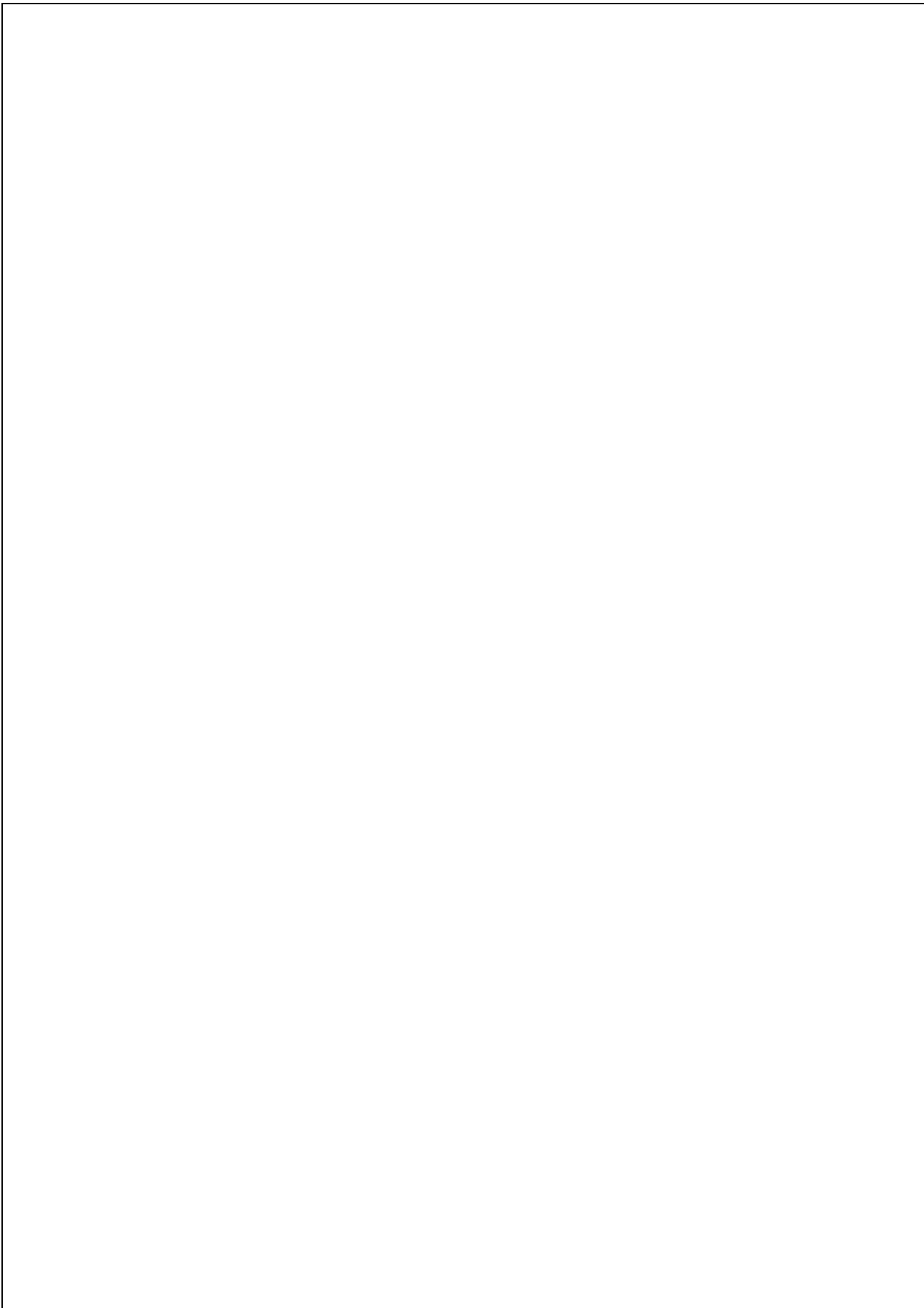
5.2.2 For students

Students must manage time well, effectively, and efficiently in the school environment and the neighborhood where they live. If everything can be arranged adequately, all activities will be carried out as expected. Students can schedule all activities to overcome this by determining the priority scale. A student can ascertain that many things must be done, especially assignments inside and outside school. Students make a schedule with their activities, for example, how to arrange prayer times so that they are on time and disciplined in learning and completing other tasks. During this Covid-19 pandemic, there are different learning patterns as on a normal day. Learning patterns using Online Learning. Therefore as students, it is essential to understand time management and be able to apply it in everyday life.

5.2.3 For Future Researchers

The researcher suggests that the results of this study can be used as a reference to conduct further research, such as an analysis of learning methods used in English online learning. The researcher also hopes that future researchers can use quantitative methods involving deepening information about the problems and solutions in English online learning by using various instruments and more subjects about the current topic.





Problems faced by the Teachers and Students of SMP N 6 Indralaya in Running the Online English Teaching and Learning Activities

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