



Difficulties In Learning English At Sdn 016 Muara Badak In Covid-19 Pandemic Era

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ABSTRACT

During the outbreak covid-19 pandemic, life sector facing numerous obstacles. Education is the most affected sectors by covid-19. This pandemic sets social-distancing limitations on people, forcing them to stay at home. To stop the global spread of COVID-19, the Indonesian government decided to temporarily cease teaching and learning activities in schools, which began in mid-March 2020. The Minister of Education and Culture also instructed to do online learning in all Indonesia education institutions. In this pandemic, online learning presents unique challenges. This study was conducted to identify the difficulties in online learning on English subject in covid-19 pandemic era. This study takes at SDN 016 Muara Badak in Kutai Kartanegara Regency of East Borneo on academic year of 2021. The data was analyzed using descriptive qualitative research. The researcher went on the interview with an English teacher. The data were analyzed using the interactive model of Miles, Hubberman, and Saldana. The interactive model is covering data collection, data reduction, and conclusion. The study begins by pointing out the obstacles faced in the world of education during the COVID-19 pandemic. The main part of study presents the difficulties faced by English teacher, students, and parents in online learning of English subject. The study concludes with some solutions on overcoming the previously mentioned difficulties. The findings showed difficulties in learning. In many cases the students have either no smartphone or gadget, learning media, limited face-to-face interaction and internet quota. In facing difficulties, a teacher, students' parents also trying to find solutions for difficulties in learning English.

KEYWORDS: Covid-19 Pandemic; Education; Online Learning; Difficulties; English.

INTRODUCTION

On 31 December 2019, an unknown form of pneumonia was first found in Wuhan, the capital city of Hubei Province in China, and reported to the World Health Organization (WHO) office in Wuhan. On 30 January 2020, the WHO declared a “Public Health Emergency of International Concern” and on 11 February 2020 the novel coronavirus disease was given the name COVID-19. Except for Antarctica, the disease has been found on all continents as of 26 February 2020. During most of 2020, updates on the disease have dominated news headlines around the world (McAleer, 2020). Several countries around the world, including Indonesia, were dealing with challenges caused by a virus known as COVID-19 in early 2020. The impact of the Coronavirus Disease 2019 (COVID-19) pandemic is increasingly affecting the education sector. As a consequence, the government adopted a policy for all educational institutions to limit the interaction of many individuals in order to prevent the spread of COVID-19 (Ariani & Tawali, 2021).

Education is a process of teaching, training and learning, especially in schools, colleges or universities, to improve knowledge and develop skills (Oxford Learner’s Pocket Dictionary., 2009). To stop the spread of COVID-19, substantially all educational institutions around the world, including Indonesia, have agreed to arranged all learning activities online. As a result of this global situation, the Indonesian government, through the Ministry of Education and Culture, has mandated that all educational institutions in the country have online learning on 17 March 2020 (Rianto, 2021). Following that, the Minister of Education and Culture of Republic of Indonesia ordered all education units to implement online learning beginning 24 March 2020, in order to prevent the spread of COVID-19 and ensure the health of students, teachers, and all educational staffs. These policies lead students learn from home and teacher work from home. Due to the COVID-19 pandemic, it completely substitutes face-to-face learning in the classroom with online learning. Online learning becomes a new challenge for both students and teachers (Atmojo & Nugroho, 2020). Afterwards, all schools and universities were suggested to turn the offline classes into online ones for longer period of time. (Nartiningrum & Nugroho, 2020)

Online learning means a set of learning activities in a subject delivered through network giving access and exchange of knowledge. This terminology has appeared specially to point out an approach of teaching and learning which involves internet technology. Online learning environment is not only useful for students to access knowledge and materials but also to associate and make collaboration among course participants (Krish, 2008). In the context of Indonesian education, online learning is a relatively new concept. It hasn't been thoroughly researched, and the literature on the subject is limited to teacher professional development or educator training programs, as well as university students. However, the topic has received interest, particularly among language teachers and researchers. Such as, online learning makes students and teachers through a variety of mobile apps and learning platforms (Hidayati & Husna, 2020). A noticeable shortcoming of online learning is the loss of verbal and nonverbal clues that can help teachers and students communicate more effectively, especially in language learning. Gestures, body language, and other auditory signs improve classroom communication by indicating understanding or lack thereof, and so play a role in establishing class pace (Wright, 2017).

English is one of the languages spoken internationally. As a result, English is used as a crucial foundational skill for people who desire to be insightful and knowledgeable. Language, being an element of culture, plays an important role in business talks between nations. Therefore, one of the most significant subjects taught in school is English. It is intended that graduates who master English will have most chance to participate the global community. Therefore, English should be introduced in education since elementary school. Within the context of cross-cultural communication, English, as an international language, becomes unique since each nation has a different cultural background, which influences dialects, grammar, pronunciation, and behaviour. Listening, speaking, reading, and writing are the four skills that must be learned in English classes (Astuti, 2017). Language has an important part in students' intellectual, social, and emotional growth, as well as their academic achievement in all subjects (Mansyur, 2016).

Low quality of education is one of the educational problems faced by Indonesia nation. Numerous efforts have been made to improve the national

education quality, including increased teacher qualifications, refined curricula, procured books and learning materials, improved other facilities and infrastructure, and improved school management. The obstacles that elementary school students frequently experience when learning English are difficulty in reading text and understanding language skills. However, if students who dislike English subject may struggle to master the language because a wide range of difficulties. One of the difficulties in learning English is that most students believe English is a difficult and boring subject. Hence, many students dislike English subject and even consider English to be one of the subjects in which they have difficulty understanding the material presented, resulting in low English achievement. According to Slameto in 2010, students with high levels of anxiety do not perform as well as students with low levels of anxiety (Sintadewi dkk., 2020).

Based on the explanation above, the researcher objectives were formulated, namely to analyze the difficulties in learning English. This study took place at SDN 016 Muara Badak, where it is located in Gas Alam village, KutaiKartanegara Regency of East Borneo Province, Indonesia.

METHOD

This study was conducted using a descriptive qualitative method approach. This study used Miles, Hubbermann and Saldana model. This method model was chosen because the goal of this study is to examine online learning difficulties in English subject by describing the learning objectives that have been determined. The data was obtained from the interview result which was conducted on an English teacher of SDN 016 Muara Badak. Purposive sampling was used in this study. The key informants or initial informants, were carefully chosen. The subject or informant involved an English teacher at SDN 016 Muara Badak, KutaiKartanegara Regency of East Borneo Province. The researcher went on an interview to collect valid information. The researcher had a list of questions for the subject but it was still able to ask additional.

Qualitative data analysis activities are carried out when data collection takes place, namely data collection, after the data is collected from the field the next steps are the data reduction, data display, and a conclusion.

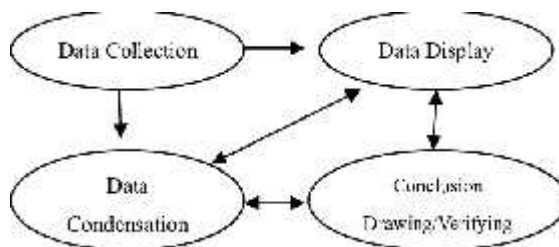


Figure 1: Interactive model of data analysis of Miles, Hubberman, and Saldana

The researcher prepares to summarize, choose important things, focus on them and patterns based on data collected from interviewing an English teacher at SDN 016 Muara Badak. Afterwards, present the data after it has been collected and reduced.

RESULT AND DISCUSSION

The result of difficulties in learning English at SDN 016 Muara Badak academic year 2021 are: (1) limited face-to-face interaction (2) gadget accessibility(3) internet quota (4) learning media.

Considering the COVID-19 pandemic outbreak, people have to stay at home and students have to study from home. This limited face-to-face interaction makes teacher have limited communication with their students particularly in language learning. Gestures, body language, and other audible cues contribute classroom communication. Based on this situation, Indonesian government through the Ministry of Education and Culture all educational institutions should have online learning to replace face-to-face activity in school.

From the result above, we see that in the covid-19 pandemic, all of the education institution must implement online learning. Online learning is a new challenge for all educational stuffs, especially if it took place in the village. Many students and parents do not have phone, laptop or any gadget for online learning. This COVID-19 pandemic situation makes students and teachers learning via mobile phone. Some of students' parents have mobile phone, but having a hard time to understand on how to use the phone. As well, some parents do not have mobile phone. This forces them to buy a mobile phone. They were not buying new mobile phone for themselves but it

is for their children, so they can have education and learn in covid-19 pandemic outbreak.

From the results of description above, it provides that using mobile phone while online learning need internet quota. Facing this difficulty, the Ministry of Education and Culture took an act by giving free internet quota so the students can have the accessibility to study in covid-19 pandemic outbreak. Therefore, some parents provide a Wi-Fi in their house and share with some of their neighbour so, their child can study in COVID-19 pandemic.

The use of learning media is very helpful for explaining the material. It is very important presenting an effective learning media in learning English. Based on the interview with the teacher, it concludes that she uses two apps in English subject. Those apps are WhatsApp and Zoom, but using Zoom is limited. When the teacher wants to use the zoom, the teacher will inform students in advance that they should use Zoom. Consider, some mobile phones do not have enough memory to download the app or it is because took a lot of internet quota to use Zoom app. Hence, WhatsApp often use as learning media.

As result above. Learning English in COVID-19 pandemic era is very challenging. Teachers and students face many difficulties. Although, teacher will find varieties solutions so English subjectwhile online learning is accomplished. The purpose of English subject is to master 4 language skills. There are listening, speaking, reading, and writing. In giving material is limited because of online learning. Therefore, the teacher gives material and homework through WhatsApp. In mastering listening skill, the teacher offers an audio of new vocabularies in WhatsApp group and give homework to the students by ask them to repeat and send a voice note. For speaking skill, the teacher asks students make a short video. In mastering writing, the teacher explains the material from the book, and ask students for example, matching words, and pictures. Hence, take a picture of what students wrote in notebook. For reading skill, earlier the teacher gives an example on how to read a text from the book. By reading the text, the teacher asks the students to read the text and questions based on text. Hence, make a video or voice notes. From all of homework has been given, the teacher asks students to

send in WhatsApp Group. Afterwards, the teacher assesses students' homework and give an evaluation in WhatsApp Group.

CONCLUSION

The cause of COVID-19 pandemic, all educational stuffs have to work and learn from home. This study has provided information about difficulties in learning English at SDN 10 Muara Badak. Based on the result of the research, it shows that the difficulties faced by teacher and students are triggered by several things. Especially, when students have to study from home and using the mobile phone. Besides, some parents do not have mobile phone. The accessibility of gadget to learn force parents to buy a new mobile phone so, their children can learn while in COVID-19 pandemic. Therefore, the teacher uses WhatsApp and Zoom to teach. Therefore, all educational stuffs always try to find ways as well the learning in COVID-19 pandemic can be implemented.

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