

THE ONLINE LEARNING DIFFICULTIES FOR EFL LEARNERS

THESIS

Submitted By:

**ZIKRULLAH
NIM. 160203040**

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education



**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2022 M / 1443 H**

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
in partial fulfillment of the requirements for
The Bachelor Degree of Education in English Language Teaching

By:

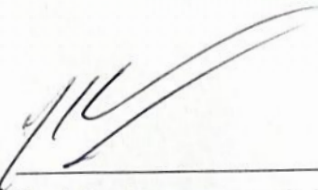
ZIKRULLAH
NIM. 160203040

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

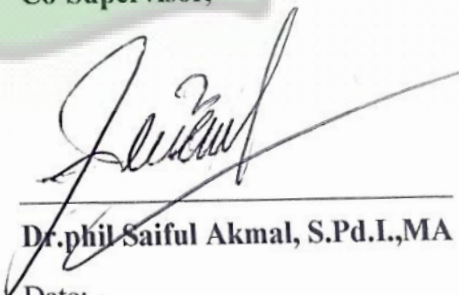
Main supervisor,

Co-Supervisor,



Prof. Dr. T. Zulfikar, S.Ag., M.Ed

Date:



Dr. phil Saiful Akmal, S.Pd.I., MA
Date:

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

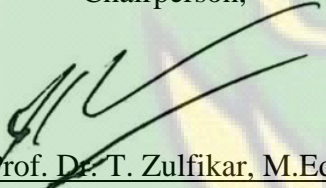
On:

Monday, July 18th, 2022 M
Dzulhijjah 1443 H

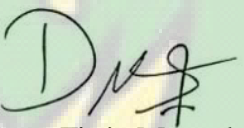
In Darussalam, Banda Aceh

Board of Examiner,

Chairperson,


Prof. Dr. T. Zulfikar, M.Ed.

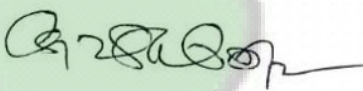
Secretary,


Dara Fitria Munzaki, M.Pd.

Member,


Dr. phil Saiful Akmal, MA

Member,


Syarifah Dahliana, Ph.D.

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh




Dr. Muslim Razali, S.H., M.Ag.
NIP. 195903091989031001

SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama : Zikrullah
NIM : 160203040
Tempat/tanggal lahir : Beureuncun, 22 Februari 1999
Alamat : Jln TGK Dibrang No 20 Rokoh, Banda Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

The Difficulties in Learning by Using Online Class for EFL Learners

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

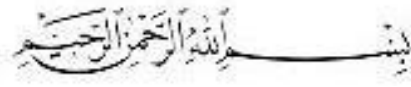
Banda Aceh, 7 Juli 2022

Saya yang membuat surat pernyataan,



Zikrullah

ACKNOWLEDGMENT



First and foremost, I would want to give thanks to Allah SWT, the all-powerful, the ruler of the universe, the highest praise and gratitude for his mercy and bounties on this earth. Salutations and peace be upon the prophet Muhammad SAW, who brought knowledge to human life, together with his family and companions. I want to sincerely thank my supervisors for everything they have done Prof. Dr. T. Zulfikar, S.Ag., M.Ed and Dr.phil Saiful Akmal, S.Pd.I., MA for their great assistance, direction, inspiration, motivation, and advice. In addition, I want to thank all of the English language education lecturers and staff that inspired, instructed, and helped me when I was a student in this program. May Allah grants you heaven and eases your path.

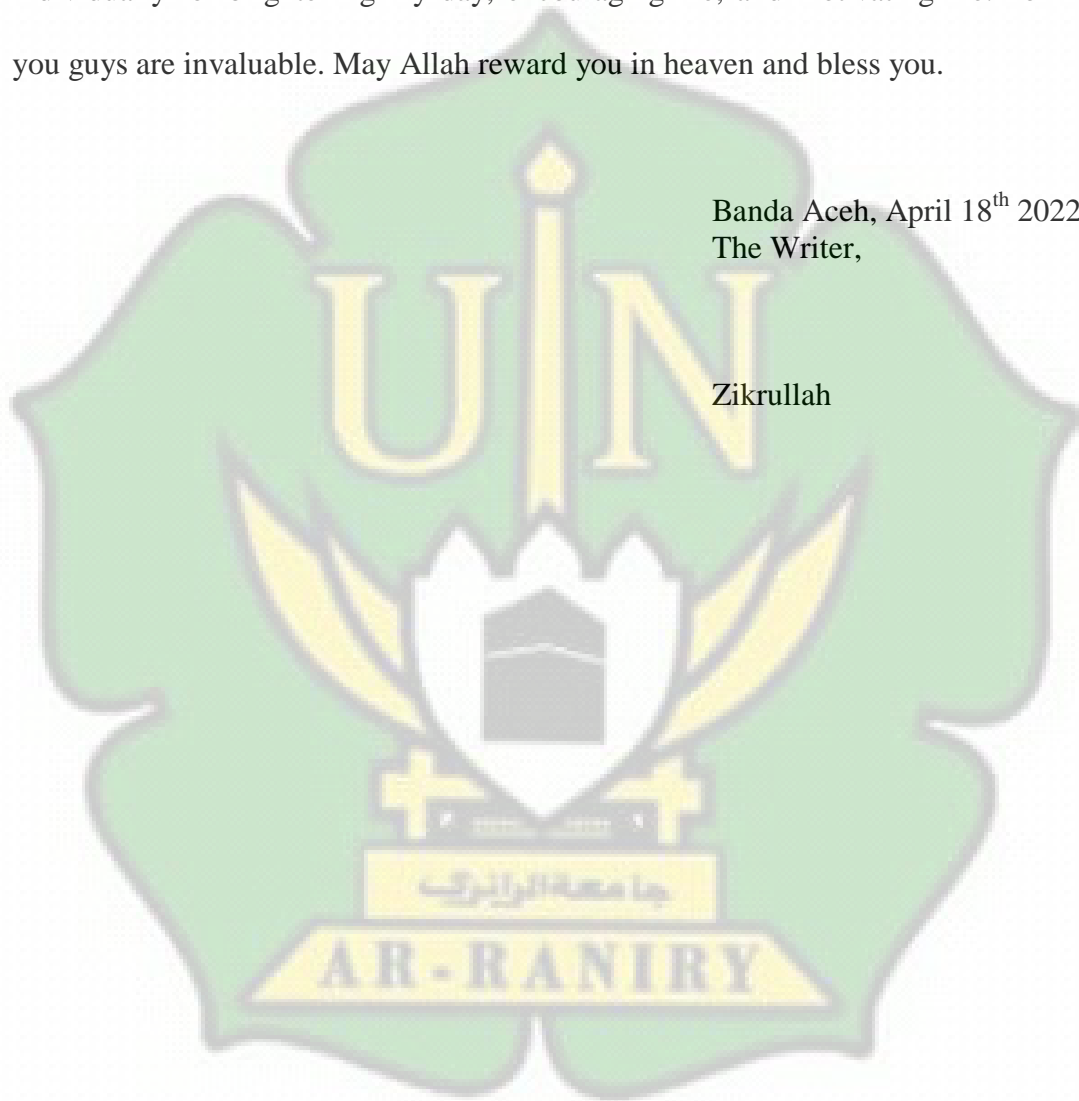
The most distinguished thanks and affection to my family, who has been my biggest source of support throughout my life. Thanks to my parents, Husnizar and Nurmalina, for always inspiring me, standing by my side, showing me a lot of love, and giving me the fortitude to endure this difficult life. Additionally, I devote my affection to and appreciate my beloved siblings Salwa Innayatillah and M. Haikal Rahmatillah for their unwavering support and love of me. May Allah continuously provide them mercy, health, and blessings in this life and the next.

I also want to give thanks for are my dear friends Zia Ulhaq, Khairul Alfiyan, T. Saidy Hariyady, Luth Ari Linge, M. Farhan Murzani, Hadi Rizky, Hanif Muhsin, Zarhuda, Irfan Syawwal, Rifki Ridwan, Mulyadi, M. Ravi Alviza, M. Mushadiq, who are willing to support me and hear my grievances at all times.

I will always be grateful to my amazing friends from Unit 2 UIN Ar-raniry and my PPKPM friends, who would always support each other and, I hope, last for all of eternity. Thank you to each and every one of my friends who I am unable to name individually for brightening my day, encouraging me, and motivating me. For me, you guys are invaluable. May Allah reward you in heaven and bless you.

Banda Aceh, April 18th 2022
The Writer,

Zikrullah



ABSTRACT

Name : Zikrullah
NIM : 160203040
Faculty : Fakultas Tarbiyah dan Keguruan
Major : Department of English Language Education
Thesis working title : The Online Learning Difficulties for EFL Learners
Main supervisor : Prof. Dr. T. Zulfikar, S.Ag., M.Ed.
Co-supervisor : Dr.phil Saiful Akmal, S.Pd.I., MA.
Keywords : online learning; difficulties of online learning; EFL learners.

The study is aimed to explore the difficulties faced by EFL learners in using online class learning and the factors that cause difficulties. This research was completed by using a qualitative approach. To collect the data, 10 interviewees were selected purposively from students' 2016 (2S), 2017 (2S), 2018 (3S), and 2019 (3S) academic years at the Department of English Language Education, UIN Ar-Raniry. Semi-structured interviews were used as instruments to answer two research questions. Results showed that most students experienced difficulties consisting of; (1) internet connection problems, (2) distraction during the online classroom, (3) plagiarism concerns, (4) lack of technological knowledge, (5) device problems, (6) text material without explanation, (7) lack of lecturer's control, and (8) slow adaptation. On the other hand, factors that cause difficulties were founded such as; (1) Too accustomed to old concentrated face-to-face learning, (2) boring and lack of enthusiasm, (3) no social interactions, (4) too many assignments, (5) groups work problems, (6) lack of confidence, (7) lack of motivation, and last (8) low English proficiency.

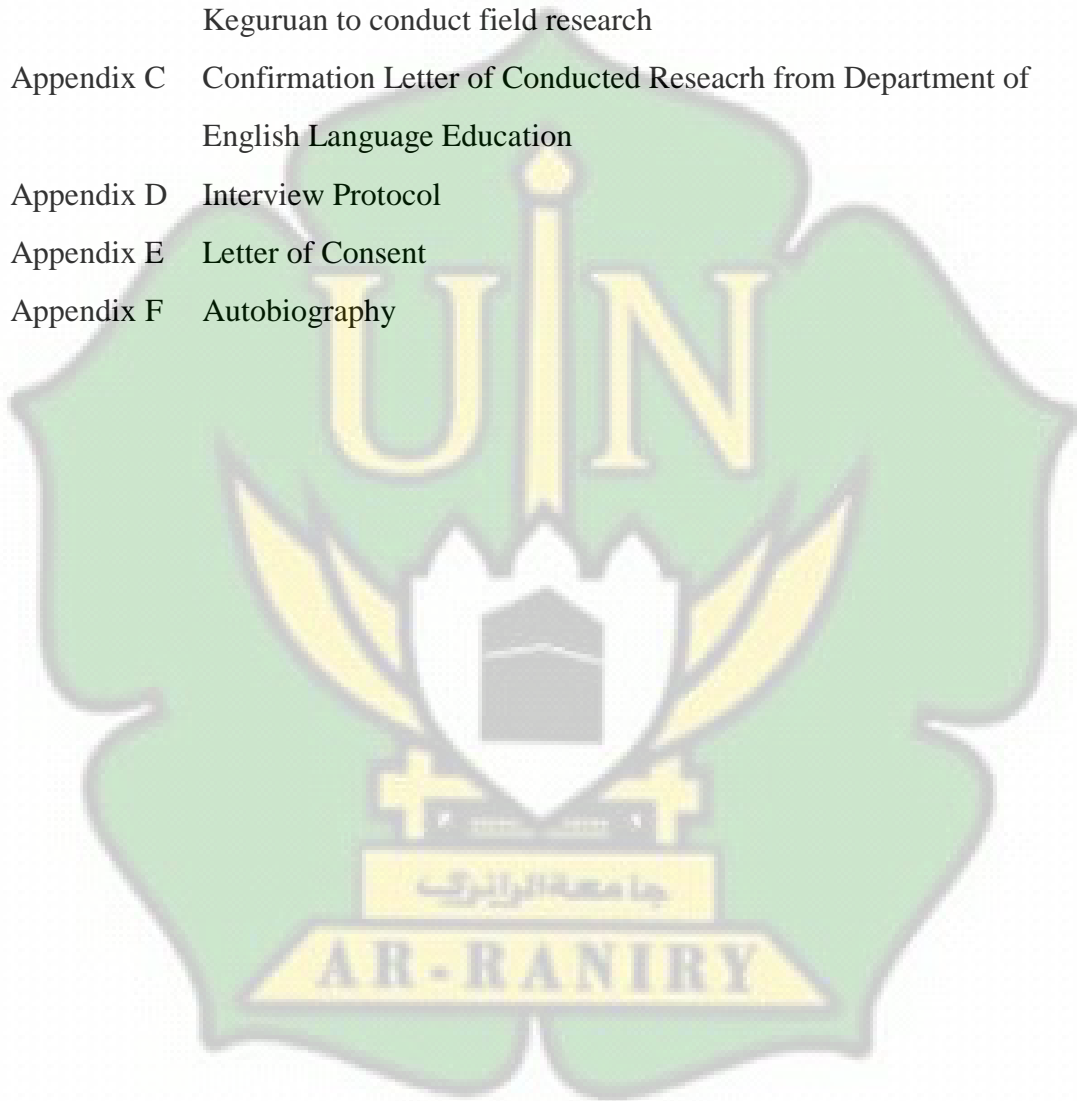
TABLE OF CONTENTS

DECLARATION OF ORIGINALITY	i
ACKNOWLEDGMENT.....	ii
ABSTRACT.....	iv
TABLE OF CONTENTS	v
LIST OF APPENDICES	vii
 CHAPTER I INTRODUCTION.....	 1
A. Background of the Study.....	1
B. The Research Question	5
C. The Research Aim.....	5
D. The Significance of the Study	5
E. Terminologies	6
F. The Limitation of Study	7
 CHAPTER II LITERATURE REVIEW	 8
A. Online Learning	8
1. Definition of Online Learning	8
2. The Development of Online Learning	9
3. Type of Online Learning	10
4. The Advantages of Online Class Learning	12
5. The Disadvantages of Online Class Learning.....	15
B. Traditional and Online Learning and Factors Causing Difficulties on The Learning.....	17
1. Differences Between Traditional and Online Learning	18
2. The Factors Causes Difficulties by Using Traditional Learning.....	19
3. The Factors Causes Difficulties by Using Online Learning.....	21
C. EFL Learners.....	22
D. Previous Study	25

CHAPTER III RESEARCH METHODOLOGY	27
A. Research Design.....	27
B. Research Location.....	28
C. Research Participants	29
D. Method of Data Collection.....	29
E. Data Analysis	30
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	32
A. Research Findings	32
1. The difficulties faced by the EFL learners in using online learning	33
2. The factors causing the difficulties of the EFL learners in using online learning	38
B. Research discussion	44
CHAPTER V RESEARCH CONCLUSION AND SUGGESTION	50
A. Conclusion.....	50
B. Suggestion.....	51
REFERENCES.....	53
APPENDIX	
AUTOBIOGRAPHY	

LIST OF APPENDICES

- Appendix A Appointment Letter of Supervisor
- Appendix B Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to conduct field research
- Appendix C Confirmation Letter of Conducted Research from Department of English Language Education
- Appendix D Interview Protocol
- Appendix E Letter of Consent
- Appendix F Autobiography



CHAPTER I INTRODUCTION

This chapter generally discusses background of the study, research questions, research aim, significance of study, and terminology. Each of them needs to be expanded and clearly explained to get the deeper understanding about this research.

A. Background of the Study

Improving the quality of education, especially English language education is always determined by the optimal quality of human resources and the availability of adequate educational facilities and infrastructure, particularly textbooks, teaching aids, and teaching facilities. In this connection, learning can be said to be a conscious effort to change behaviour towards perfection in the life and life of the student. Furthermore, Slameto (2003) states learning is an effort process carried out by a person to obtain a whole new change in behaviour his or her own practice in interaction with the environment.

The difficulties in learning can occur if the objectives of the learning process are not achieved in accord with the teaching's indicators. This condition can be seen from the existence of students whose learning outcomes are below standard and learning failures. According to Hakim (2005), student learning difficulties are an abnormal condition or a condition in one's learning process.

Learning using online classes can also be called a distance learning system. Chun, Kern, and Smith (2016) state that using online classes is included in the education system where the students are separated from the teacher and in the learning process the use of digital media with various sources through Information

and Communication Technology (ICT). In order to achieve this goal, the distance learning system is applied through online learning methods. This learning method can be used as a solution to enable the teaching and learning process to continue even though the pandemic coronavirus still exists or there are problems with offline courses.

Online classes are the study where the students will learn subjects that are discussed, with using internet-based technology features which are very dependent on the availability of information technology. According to Dabbagh and Bannan-Ritland (2005), the types of online learning are divided into several aspects such as constructivism, social interaction between students and educators, an active learning community as a whole, computer-based learning, digital classrooms, interactivity, independence, accessibility, and enrichment.

Online class learning is a system where educators and learners in learning cannot interact directly face to face (Allen & Seaman, 2007). In online class learning for participants need to use internet access to be able connection with others. although teachers and students in different places are not in the same place, they can learn at the same time and can carry out learning together. Various applications and platforms are available for teachers and students, Zoom Meetings, Google Classroom, Google Meet, Canvas, WhatsApp, Telegram, etc. In order, to support the teaching and learning process using online classes, the main equipment needed is a smartphone, computer or laptop that is connected to internet access to be able use the application as mentioned earlier.

During the coronavirus pandemic, UIN Ar-raniry created a new model of learning from 2020 until now, where students and lecturers learn by using online classes. Students were shocked and had difficulty adapting to applying the learning model that changed from offline learning to an online learning system. Especially in listening and speaking learning where it takes a lot of direct interaction between teachers and students but only through applications makes them difficult in learning (Means, 2009).

The fact of online learning shows the several obstacles in a society like various difficulties and problems. According to Ahmad (2016), when applying the learning system, EFL learning that requires a lot of practice will also encounter problems. In listening session, using applications for online learning classes that are used by teachers to train students at distant places or separated is often ineffective. In addition, teachers in giving listening exams sometimes cannot supervise their students optimally. In speaking courses using online learning, students also encounter obstacles wherein hard to imitate the way of speaking by the teacher exemplifies or sometimes it is difficult to understand what the teacher spelling, and also the teacher cannot optimally train students in speaking.

Another problem of online learning difficulties is where students' parents and students do not have the access of computers or android devices (Wahab & Iskandar, 2020). Without having the access of the media to be able to learn in online classes makes it difficult for them to face reality. There are not many options for them because of the difficulty of adjusting between the requirements of the Constitution, it is necessary to provide educational services for students. but at other times they face

obstacles due to the lack of online learning support facilities. Furthermore, according to Atmojo (2021), students, teachers, and parents of students all express a variety of issues with online language learning. To improve the quality of their teaching performance in the online learning environment, teachers must upgrade their credentials and equip themselves with the necessary information and abilities.

The difficulties in online learning are not only because of the lack of teaching and learning tools or facilities but also the lack of internet quota. Provision of internet quota requires high costs. Students and parents from the lower middle class find it difficult to provide internet quota due to their lack of budget that's why it becomes a problem in the online learning process (Efriana, 2021).

Some of the difficulties faced by students are the access to the internet due to their nonstrategic residences. According to Nashruddin, Alam, and Tanasy (2020), some students live in remote rural areas where there is no Internet coverage. Moreover, the occurrence of several instability problems on their cellular network due to their remote location from the internet signals coverage. This is an obstacle faced by many students who take online classes, sometimes it makes its implementation less effective in learning.

From this description, it can be understood that online class is an alternative solution for the learning process, including for EFL students who still need practice for its application, moreover, this method is terrific for use during in a pandemic condition or does not allow it to have offline classes. Although there are certain difficulties with holding this online class learning system the teachers, students, and parents are required to be ready to implement it for the teaching and learning process

can continue. Therefore, this research was conducted in order to analyse “the online learning difficulties for EFL learners” experienced by its participants and also how to solve problems in online learning difficulties. The researcher hopes that the results of this research can be used as a source of information and reference for teachers, students, schools, parents, and learning institutions, in order to make adequate arrangements for education of online class learning it comes better.

B. The Research Question

Based on the explanation above, this research attempted to answer the fellows’ questions, are:

1. What are of the difficulties faced by the EFL learners in using online learning?
2. What are the factors causing the difficulties of the EFL learners in using online learning?

C. The Research Aim

1. To find out the difficulties in learning by using online learning found in EFL learners
2. To find out the factors cause the difficulties of the EFL learners in using online learning

D. The Significance of the Study

This research is expected to be useful for students as they can find out what difficulties are often faced when using online learning. Knowing a problem can help them think about ways to overcome it and make some preparations before using online learning to avoid some of the difficulties faced when learning.

In addition, it is hoped that lecturers can apply appropriate teaching strategies for EFL learners when using online learning. With the results of this study, it can be useful for lecturers to understand the difficulties faced by students when carrying out online learning activities, so that they can evaluate and revise their teaching strategies. Moreover, making online learning effective and efficient requires good cooperation between teachers and students.

Besides, the findings of this study are expected to be useful and become a reference for further researchers in conducting further research based on the results of this research in the future. Finally, this paper will help to source information and references in preventing difficulties in online learning strategies for EFL learners that are applied with better learning methods.

E. Terminologies

To avoid readers' misinterpretation, the researcher would like to clarify three terms that need further explanation.

1. Learning Difficulties

Learning difficulties is a condition where students have difficulty or have obstacles both from internal and external faced in the learning process that it has an impact on the ability of students to gain knowledge and skills from the lessons they learn. According to the Cambridge Dictionary (2003), difficulty means a situation where it is not easy to do or understand the subject of learning. Difficulty is also defined as a learning or emotional problem that affects, or substantially affects, a person's ability to learn.

2. Online Learning

Online Learning is a distance learning process by using the internet to be able to access several applications or web that have been provided by the system. According to Estevez et al. (2015), teachers and students do not meet face to face but only through virtual electronics using smartphones, laptops, and computers for the learning process.

3. EFL learners

English as a Foreign Language is learning English in a non-English-speaking country. In this research, is a student studying at the Faculty of Tarbiyah and a teacher at UIN Ar-ranirry Banda Aceh in the English Language Study Program.

F. The Limitation of Study

Due to the lack of time, the research has some limitations. First, this study focuses on students in particular as the research population. Second, this research concerns the efforts made to find out the causes of students' difficulties in online learning.

CHAPTER II

LITERATURE REVIEW

This chapter provide some explanation of the theoretical review. It needs to be clearly explained in order to have a depth understanding related to this.

A. Online Learning

1. Definition of Online Learning

The online Learning is a substitute for educational institutions, both universities and schools, due to limited time and space that is why they cannot attend face-to-face classes, with the use of online classes being a solution that learning can continue (Estevez et al., 2015).

According to Saminathan (2020), an online class is a digitally supported learning that relies on the use of the internet to interact between teachers and students and they can carry out the teaching and learning process. In addition, according to Steeples et al. (2002), the use of digital media or also known as e-learning includes a wide range of integrated applications and processes, such as web-based learning, computer-based learning, virtual classrooms, and digital collaboration, because that online education goes by many names and comes in a number of forms accessing to an online class.

According to Means et al. (2009), he defined online learning as learning from a distance that can be connected to each other through an internet connection. This description does not include the tools based on print, television broadcasts, or radio broadcasts, visual video conferencing, videotapes, and stand-alone learning. an

Internet program of software that does not have a significant instructional component to its use.

Based on the theory above, the researcher can conclude that online classes are learning using an internet connection that requires several applications to support the teaching and learning process between teachers and students without face-to-face classes.

2. The Development of Online Learning

According to Rapanta et al. (2020), online class learning occurs because of several types of situations, such as (1) students are far from the teacher it is not possible to study in place, (2) students use several forms of technology to be able to access learning materials, be it mobile phones or computers and laptops, (3) students use technology to interact with teachers and with other students through platforms such as Google Classroom, Google Meet, Canvas, WhatsApp and etc, (4) various kinds of assistance and support are provided to learners for easy learning using online classes. At this moment several kinds of teaching and learning processes in online classes are similar to teaching and learning in the context of formal education in other classes.

Learning and online class learning are closely related to the use of various tools and resources as well as in the pedagogical approach, role, or setting of a community in the form of activities that involve the use of digital media programs, as well as to monitor or support the possibility of a combination of substitution and integration in learning (Bullen & Janes 2007; Bates & Poole, 2003). In addition, according to Fawns (2019), educational online classes are closely related to the use

of post-digital in the learning process, thus making online education blur the boundaries between material, digital, and human experience.

3. Type of Online Learning

According to Dhull and Arora (2017), most online learning classes are divided into "partially online" or "fully online learning classes". "Partially Online" courses are courses that incorporate resource materials such as textbooks and so on available in both print and non-print forms, which also incorporate some elements of online learning. while the "fully online learning classes" is courses where most of the activities in the learning and teaching process are carried out online and using various platforms for discussions to exchange ideas and experiences. With different online learning methods, so online learning can be divided into several types, such as:

a. Asynchronous online learning

This a type of learning which we do not take place in real-time. learners get materials and assignments and are given a time limit to be able to complete classes and exams. Interaction usually occurs through forums, blogs, and wikis. There is no class meeting. The asynchronous online learning environment is suitable for students with limited time or busy schedules (Arkorful & Abaidoo, 2014)

b. Synchronous online learning

This a type of learning where educators and students interact online simultaneously for the teaching and learning process on the discussed content. participants interact via text chat, video visual, or audio visual.

with the use of various platforms such as Google Meet, WhatsApp, Google Classroom and etc. does not become an obstacle between students and educators even though they have a long distance from because online learning for this class is carried out in real time and can be accessed using a computer or smartphone (Arkorful & Abaidoo, 2014).

c. Hybrid learning

This type is also known as mixed courses because they use a combination of synchronous and asynchronous learning systems, allowing for direct participation and ask question and answer during the online learning period through their respective devices (Tamm ,2021).

d. Computer managed learning (CML)

According to Tamm (2021), computer managed learning type of online class education where students can receive their learning materials through programs or applications on computers that provide facilities for their learning, and evaluations are carried out via computers according to the grades that students have.

e. Fixed time online learning

In this online class learning, learning participants are required to attend classes according to the time provided with attendance and enter learning and leave after completion. This learning is rigid in that participants must follow the schedule provided, unlike other online learning. (Tamm, 2021).

f. Interactive online learning

According to Tamm (2021), Interactive online learning is a type of online learning that allows teachers and students to interact with each other easily and freely, and can make learning changes when experiencing difficulties so that they can adapt to interact with each other with this method.

In various conditions experienced in online learning, it requires the availability of students to attend online sessions and real-time meetings that are provided according to the curriculum which is followed at their own pace without worrying about the schedule. So, that they get innovative and effective learning without being bound by places and circumstances that do not allow attending to continue learning.

4. The Advantages of Online Class Learning

With the use of online learning methods, students can be flexible to study anywhere. Therefore, online learning is a new method of modern learning that can make students learn English more easily. There are many advantages to using online class learning. Some of them are:

a. Accessibility

According to Arkorful and Abaidoo (2014), with online learning students have the accessibility that they can learn from anywhere in the world. This is something that can make it easier for students to learn easily through platforms that can be accessed for online learning. It

doesn't matter where a student lives and what they are studying because they can find suitable courses that can be taken from home. Thus, students' learning options are not limited by their geographic location.

b. Personalized learning

Online class learning system allows students to be able to create and process methods of learning styles, goals, current knowledge, and individual skills. By using special education people can be provided through the creation of their respective learning styles. E-learning allows individuals to plan and direct their own learning. It has a possibility to be able to motivate, develop learner experience, increase learning enthusiasm and self-confidence, overcome obstacles that students may face, and can also help in developing their ICT skills (Dhull & Arora, 2017).

c. Cost effectiveness

Online Learning is cost effective because it saves money spent on traveling and buying books. It is also a reason because it can be done in any location without travel costs, this type of learning is cheaper than studying at a traditional institution. In using this learning mode, students need to have access to the necessary electronic devices such as computers and smartphones and pay a fee for access to internet service providers (Dhull & Arora, 2017).

d. Develop cognitive abilities

In one study, the use of e-learning may be effective for developing a cognitive ability in educators and learners (Singh & Mishra, 2009). From experience in the community, it has been found that some students of e-learning programs have higher achievement levels, because where they can find unlimited information easily which they can access with just the click of a button. Many Online programs are offered by some of the most prestigious universities from around the world. Students can take online classes which can help for the development of their cognitive abilities (Dhull & Arora, 2017).

e. Basic computer skills

The use of online learning can enable students to gain experience and knowledge about technical skills in using Information Communication Technology (ICT) (Chun et al., 2016). These skills can be useful for them in their lives and can make them easy to understand in the future as well as to implement learning using the education they have learned.

f. Globalization

The development of technology into a new path in education. This use allows us to be able to have information contained in parts of the world that we can access on our own. The electronic net world can connect people all over the world, therefore, it is an advancement to be able to experiment with electronic learning situations where students can share knowledge and resources, access information about current

events and historical archives, and use online databases (Dhull & Arora, 2017).

g. Impact for introvert students

Online class learning allows different student learning styles to choose from a variety of activities and resources. This makes it possible to increase communicative competence for introverted students to be able to interact virtually through forums and chats by becoming more confident (Soliman, 2014)

5. The Disadvantages of Online Class Learning

Although it has its advantages when adopted in education, online learning also has several disadvantages. There are many disadvantages to using online learning, such as:

a. Poor communication

According to Dhull and Arora (2017), in online learning, the absence of face-to-face interaction and body language between teachers and students is very significant for building bonds between educators and learners. Therefore, online learning can also cause a misunderstanding between students and teachers which can have a negative impact on the results, teaching and learning process and the tasks given because the interaction is only through virtual.

b. Feeling isolated

According to Roberts (2007), in interacting with fellow students is an important thing to do, the occurrence of a feeling of isolation in students becomes a weakness in online learning. With the development of the use of technology in this digital era, the social condition of a child has been left behind. Students keep in touch with their distant online friends via WhatsApp, Instagram and etc but fail to interact with someone sitting near them which makes this tendency to lead to feelings of isolation.

c. Lack of motivation

According to Dhull and Arora (2017), online students lack motivation because they are easily distracted during their studies to other things. For students who have difficulty in time management and have a tendency to procrastinate, it is not advantageous to work at their own pace. Students of this model tend to be more successful when using traditional learning structures.

d. Lack of funds

According to Dhull and Arora (2017), online learning has weaknesses in costs, which are closely related to electronic devices, hardware issues, internet problems that require data costs to be able to connect to the internet, which has a concern about the availability of funds. Studies have shown that most educational institutions usually do not anticipate the cost of connection, which may cause obstacles to online learning in the future.

e. Lack of quality

Sometimes it often happens in Online Learning which results in a lack of quality in the teaching and learning process. According to Dhull and Arora (2017) that non-online facilities have problems with the credibility of online courses. Often, online teachers do not take their lesson preparation as seriously as possible, and this lack of commitment is sure to have a profound negative impact on the quality of online learning.

f. Poor accessibility in remote areas

Hardware, software, and connectivity facilities are necessary for accessing online learning. If this component does not exist, online learning will not run as desired and become an obstacle. Some people have the problem of not having a computer or having a place with a bad Internet connection, and some people who have the necessary equipment feel unprepared to use it (Nashruddin, et al., 2020).

g. Plagiarism occurs

Education with using online learning may also tend to piracy and plagiarism caused in completing task students have the convenience of copying and pasting, because of that can make students not understand what assignments they have done (Arkorful & Abaidoo, 2014).

B. Traditional and Online Learning and Factors Causing Difficulties on The Learning

1. Differences Between Traditional and Online Learning

Traditional learning is learning that takes place in a room consisting of a row of tables, chairs with decorative tools that support the teaching and learning process such as blackboards, books, and so on. This learning method has been used for decades, where students and teachers attend class day after day, facilities are an important thing in the classroom because it can affect learning to be interesting. Traditional learning where the education is primarily based on a teaching system often focuses on the material itself rather than the learner. learners are naturally obliged to coordinate their learning skills and abilities with existing materials according to the curriculum (Li, 2014)

The term online learning where learning uses instructions assisted by electronic devices that use computers and smartphones that can be connected via the internet. By using delivery methods for the learning process in information, communication, and interaction supported by the use of various application platforms (Efriana,2021). This learning has its own characteristics compared to traditional learning, both in terms of advantages and disadvantages. Online learning is also one of modern learning that is developing because of the electronic age which can be an alternative to the learning process, this learning model is centered on students where students will be more involved in the learning process. (Li, 2014)

According to Coman (2020), traditional and online learning can be distinguished in the evaluation or quality of education. In traditional education, students are only evaluated by teachers, and teachers are their main source of information. The quality of education depends on the knowledge and skills of the

teacher. In online learning, you can use tools and systems for evaluation. Students can obtain information from various files uploaded on the platform. The quality of education is affected by the level of training of teachers using technology and teaching style.

Based on theory above, it can be concluded that the main purpose of learning is to make students have good results and be more active in the learning process even though they use traditional learning methods or online learning, both methods each have advantages and disadvantages, with which teachers and students are required to can participate and collaborate in learning for being effective in the learning process

2. The Factors Causes Difficulties by Using Traditional Learning

In traditional learning, each student faces several difficulties encountered in the learning process. According to Ahmadi (2008), there are several factors that cause learning difficulties for students in traditional learning, the factors that cause learning difficulties are divided into two aspects, the first is Internal Factors that come from the person himself and the second is External Factors that comes from outside the person.

a. Internal factor

1. Due to illness

People who are sick, physically are getting weaker which causes the sensory and motor nerves to also be low. And the effect of the stimulus received through his sensory perception cannot be direct to the brain. Also, students are sick they cannot go to school which makes them fall behind in subjects.

2. Due to lack of health

People who are not healthy will have difficulty learning due to fatigue, drowsiness, dizziness and loss of concentration. Because of this, the student cannot understand the material given by the teacher to the fullest.

3. Due to physical disability Physical

Physical disability becomes a difficulty in learning barriers and should be given special attention. Low physical disabilities that are often encountered are less hearing, less sight and psychomotor disturbance. Serious physical disabilities, such as blindness, muteness, deafness and loss of a limb or leg.

b. External factor

1. Tool factor

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

2. The classroom conditions

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

3. Social environment

Friends give more influence to the students' learning. If the students consort with an uneducated friend, they will be lazy, because the life way of educated and uneducated people is different. The activities in the social environment also influence the students' learning.

Based on the theory above, it can be concluded that traditional learning has several difficulties for some students, both internal and external, which makes students have difficulties in learning. such as when they are sick, disturbed by the commotion in class, lack of class facilities, books, so they cannot study intensively and sometimes cannot attend classes and miss the lesson differently than online learning.

3. The Factors Causes Difficulties by Using Online Learning

The first difficulty factor is in understanding the material, the material provided online is often through e-books, power points, and videos so that the contents of reading content and understanding the material for students are not easily understood by them comprehensively (Efriana, 2021).

The second difficulty factor is in using technology in online learning. Some students sometimes do not have access to laptops and smartphones which can make it less effective in the online learning process (Efriana, 2021). After having a laptop or smartphone, it is also necessary to have an understanding in its operation of using the available application features. In several studies, some teachers experienced difficulties in operating the use of electronic media to be used in the process of online learning activities, both in terms of internet use and various applications for

using media and learning videos so that teachers need to understand how to use them (Arkorful & Abaidoo, 2014). so, that the teaching and learning process becomes more effective.

The third difficulty is the difficulty of internet access and the high usage of internet quota. In the case study, there are several students who live in places where it is difficult to access the internet network which has an impact on delays in assigning assignments, absent which is sometimes left behind, and the implementation of online learning which makes it difficult for students to obtain learning materials to complete tasks given by the teacher via the internet. also, the use of a lot of quotas so that it costs a lot of money for online learning (Efriana, 2021).

Based on the theory above, it can be concluded that the factors that cause difficulties in the study of online learning are due to several reasons such as lack of understanding of technology to be able to develop online learning, limited internet access in an area that makes learning obstacles, etc. Therefore, an understanding is needed for educators and students to be able to adjust their learning.

C. EFL Learners

English as a Foreign Language (EFL) is the use of the language used by people from other countries or communities whose teaching is in an environment where the language is not their mother tongue. For example, Koreans learn English in Korea. According to Patel and Jain (2008), a foreign language is a term that preferably used in a second language rather than the mother tongue and the

environment is not a concern for people from the foreign community to apply the language linguistically.

Furthermore, According to Gebhard (2006), the notion of EFL is the process of learning English that is learned by people living in places where people do not use English as their first language. The people can learn English in other places where English is used as their first language, that EFL learning goals for learners can be easily achieved with an adequate education system that learners can pass English entrance exams to enter good high schools, universities, and easily to get a job. In addition, it takes willingness and effort in learning a foreign language to be able to understand and apply it in daily life in order to become familiar with that language, because each language has a different way of learning and has its own rules (Santos, Alarcón, & Pablo, 2016).

Seen from the perspective of EFL learners are students who use English in class and in courses but when they are outside the classroom, they speak their own language in interacting with others. Everyone has different goals in learning a foreign language. In certain aspects students around the world learn because it is in the curriculum that has made them learn the foreign language. Some people also learn English because they have easier opportunities to do business or to be able to communicate/socialize with foreigners that learning English is what they need, some of them are also able to continue their higher education, and others. They will get jobs easily because of their bilingual skills than if they only use their mother tongue (Boyadzhieva, 2014).

Teaching and learning a foreign language are something that needs to be mastered by teachers and students as an important part of social life in society, such as being part of a foreign society. With EFL learning for students, teachers can use various approaches in teaching English as a foreign language so that they can adjust according to students' needs in learning to improve language skills (Boyadzhieva, 2014). With technology in the era globalization, it becomes a new thing for breakthrough of the learning that make it easier for students to easily learn foreign languages. In addition, to develop a foreign language requires students to have language skills, such as how students use language. according to Masduqi (2016), there are two types of skills, such as receptive skills and productive skills. Receptive skills are where students have the ability to listening skills and reading skills to receive information from the teacher. As for productive skills, namely where students use speaking skills and writing skills to produce language, either to interact with others or to make English sentences.

There have been many efforts made by the Government of Indonesia in improving the quality of education in the English language skills of EFL learners from the 2013 curriculum which was used in July 2013 with several schools in Indonesia and perhaps in 2014 it has applied to all schools in Indonesia (Retnawati et al., 2016). In any case, the results of the data in the field show the unpleasant fact that there are pedagogical skills, learning technology, media, and materials, which are some of the problems found in EFL learners. Based on the author's English experience, the problem can come from many aspects, such as the use of digital media in learning. Nowadays many people use media to improve their English skill,

sometimes the lack of control over the use of digital media makes us spend a lot of time on things that are not important and makes the implementation of foreign language learning a bit difficult to improve, therefore with good control foreign language learning becomes better.

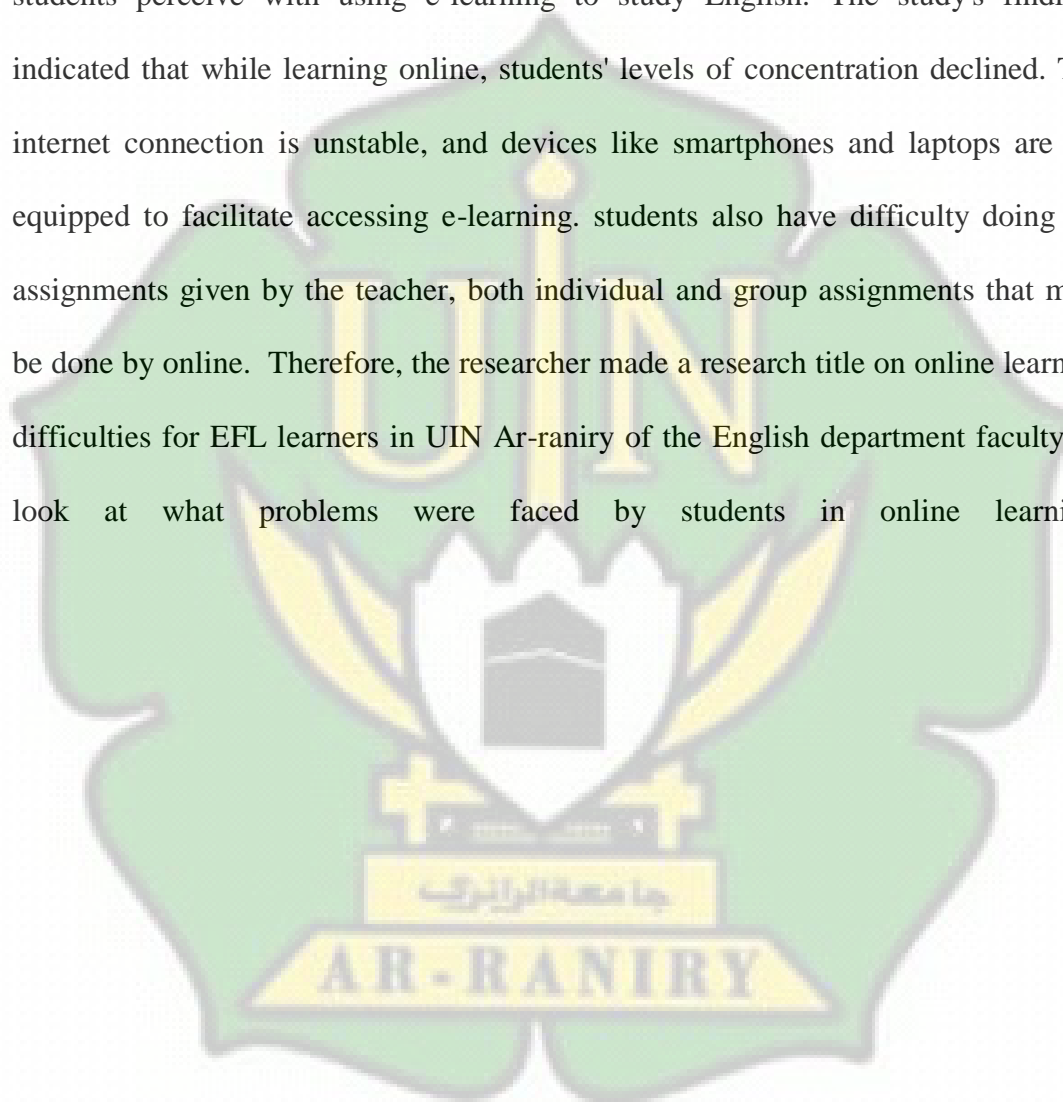
D. Previous Study

The researcher provides some previous studies that were used by the researcher to support the research, as follows:

First, Jayadi (2020) by the title an analysis of students' difficulties in online learning process through WhatsApp media. with the title analysis of student difficulties in the online learning process through WhatsApp media. This study has the purpose to examine the challenges that students face during the WhatsApp-based online learning process. The results of this study indicate that students face difficulties such as increased data costs, internet data, misunderstandings, and discomfort. The cause of the difficulty was the first time the use of WhatsApp as online media in learning, and the participant in the study suggested using a better application such as the Zoom App rather than WhatsApp.

Second, the research from Syarif (2020), which the title "The Implementation of Distance Learning in English Language Teaching at SMA Negeri 1 Wangon". The purpose of this study is to find problems that arise during the implementation of online learning. The results showed that during the implementation of distance learning, had several problems such as poor internet connection, lack of technological knowledge, and poor social interaction between teachers and students.

The last is research from Syam (2021), entitled “Exploring Students’ Perception of E-Learning in Studying English During Covid-19 Pandemic”. This study aims to determine the issues that eighth-grade SMP Islam Athirah 1 Makassar students perceive with using e-learning to study English. The study’s findings indicated that while learning online, students’ levels of concentration declined. The internet connection is unstable, and devices like smartphones and laptops are not equipped to facilitate accessing e-learning. students also have difficulty doing the assignments given by the teacher, both individual and group assignments that must be done by online. Therefore, the researcher made a research title on online learning difficulties for EFL learners in UIN Ar-raniry of the English department faculty, to look at what problems were faced by students in online learning.



CHAPTER III

RESEARCH METHODOLOGY

This chapter describes research methodology that generally consists of research design, research instrument, description of research location, research participant, sampling technique, and technique of data analysis. As the researchers show the process of doing this research, each needs to be clearly explained.

A. Research Design

In this study, the method that was used is a qualitative approach. researchers try to find the phenomenon discussed in the research field about "The online learning difficulties for EFL learners ". Qualitative research is research intended to comprehend certain phenomenon which is happened on a research subject through the experienced by the people (related to their behaviour, perception, motivation implementation, evaluation, ect) and holistically described by using and contextual language processed in a certain research method (Moleong, 2007).

Furthermore, according to Creswell (2009), the process of research is closely related to the questions and procedures that arise, collecting data in participant settings, analyzing data inductively, building from specific themes to general themes, and making interpretations of the meaning of the data. and lastly, the written report has a flexible writing structure.

Therefore, using this research design is expected to obtain detailed information from each participant in the study. In this study researchers take data from English learners in the English Department in Ar-Raniry Banda Aceh by using audio recordings to each student who has studied learning through online classes, then the data is

generated inductively based on the phenomenon that occurs, by using instruments to get answers from interviewees and after successfully recordings the answer of them, the next are transcribed and coding to be compiled into the expected results in the study.

B. Research Location

This research takes place at the Department of English Education, Ar-Raniry State Islamic University Banda Aceh. The university is under the authority of the department of religion. the establishment of this university on October 5, 1963. It is located on the Ar-Raniry street Kopelma Darussalam (Lingkar Kampus) Banda Aceh. Previously, this university was named IAIN (The State Islamic Study Institute) and then changed to UIN (The State Islamic University) Ar-Raniry since October 1st, 2013. This university has nine faculties; Faculty of Education and Teacher Training, Syariah and Law Faculty, Economic and Islamic Business Faculty, Ushuluddin and Filsafat Faculty, Dakwah and Communication Faculty, Science and Technology Faculty, Adab and Humaniora Faculty, Social and Government Faculty, and the last is Psychology Faculty. The Faculty of Education and Teacher Training has a goal to be able to produce quality and qualified education personnel with an Islamic perspective and able to apply their knowledge in various educational institutions. This faculty consists of several departments under its authority; one of them is the Department of English Education (PBI), which is the place for English foreign language learners (EFL learners). Because of the corona pandemic, learning in this department uses online classes. The researcher decided to examine students who took online classes learning as a sample because it was an interesting research object to study. That's why this department is the place where this research is carried out.

C. Research Participants

This study involved students of the department of English education at UIN Ar-Raniry as participants. In selecting the sample for this study, the researcher used purposive sampling. Namely a process of taking samples on subjects that are not based on level or region, but taking subjects based on certain objectives for research (Siregar, 2014). Hereby has the aim of being able to make it easier to take samples for purposes in questions for certain research.

Regarding the number of participants, the study decided to have ten relevant participants in the sample who have taken or are currently taking courses that use online classes as learning in the academic year 2016-2019 (two participant 2016, two participant 2017, three participant 2018 and three participant 2019). This type of sampling method is used when the population is heterogeneous (Alvi, 2016). This decision was due to the intention of the study to have rich information on the topic. Furthermore, purposive sampling technique was used to find suitable participants for this study, based on the technique used by researchers using several research participant criteria, such as; EFL learner participants who used online learning, EFL learner who have difficulties in learning by using online learning.

D. Method of Data Collection

This study only uses interviews to collect data. According to Esterberg (2002), an interview is a meeting between two people to discuss in exchanging information and ideas through question and answer, hence there is communication and joint construction of meaning on certain topics. Furthermore, Lambert and Loissele (2007), an interview is a strategy to facilitate researchers in obtaining more in-depth information from

participants according to their experiences, views, and beliefs on situations and phenomena with specific research questions".

According to Perry (2005), there are three types of interviews: structured interview, semi-structured interview, and unstructured interview. This research was delivered using semi-structured interviews as a data collection instrument because it can help researchers become more organized and to the point. A semi-structured interview is a type of interview in which the researcher still has the independence to ask additional questions and discuss additional topics to explore further information related to the problem being discussed (Lambert, 2012). Using A semi-structured interview can make it easier for researchers to get information from ten EFL learners' participants about learning difficulties using online learning. Interviews were conducted for minimum 20-30 minutes for each participant by using English.

Furthermore, there are two main questions in this research. First, the researcher wants to know the difficulties faced by the EFL learners in using Online Class. Researchers have made 8 questions to get answers to the first research question. Furthermore, to assist researchers in answering the second research question, there are 8 questions to find out the factors that cause the difficulties of the EFL learners in online class.

E. Data Analysis

The analytical procedure is a process to examine the data that has been obtained to obtain the final results of the study where the data process is simplified into a form that can be read and understood easily. This study is expected to identify the factors that cause students' difficulties in learning by using online classes which following the data analysis and coding procedures suggested by Esterberg (2002); Creswell (2009). In

particular, Esterberg (2002), pointed out that open coding is a process in which you process your data intensively line by line to identifying interesting themes and categories.

There are six steps in analyzing the data according to Creswell (2009), including; first; organizing and preparing the data for analysis, second; reading through the data to gain prevalent information, third; Coding process of the data into several categories, fourth; Describing and patterning themes using the coding process to generate a description of the setting or people as well as categories for these for analysis, fifth; elaborating how the description of the theme represented in the qualitative narrative, and sixth; interpreting the meaning of the data.

During those steps, the first step to do was reviewed the audiotape from the interview and transferred it into a word document transcript, then overall meaning was reflected to gain a general sense of the information and ideas that the participants deliver, next the transcript was coded then analyzed the categorized data and interpreted the data while understanding of the participants' stories.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter focuses on data analysis in order to answer the research questions and to highlight some key themes and issues for further discussion. It begins with displaying the findings and concludes with a discussion.

A. Research Findings

In this section, the researcher used several steps to complete this research. First, the data was collected by interviewing ten participants EFL learners who learning used online classes. second, the researcher made a transcript of the interviews. And last, the researcher sorted and arranged the relevant data depends on the purposes of this study. ten participants were given initials with P1, P2, P3, P4, P5, P6, P7, P8, P9, and P10. They are the students from years 2016-2019 (two participant 2016, two participant 2017, three participant 2018 and three participant 2019) students in the Department of English Language Education UIN Ar-Raniry. Each interviewee spent about 20 to 30 minutes by using English. The interview was done face to face and via phone. Each participant received the same questions. Some additional questions were asked based on the interviewee's answer but still related to the topic

The data from the interview was analyzed by the researcher through coding the data manually. The analysis was arranged based on the research question about the online learning difficulties for EFL learners. There were 16 questions related to the topic. The interview was qualitatively examined to learn more about their responses. Furthermore, open coding analysis was used to determine the themes in

the responses of the participants. The researcher was able to validate an adequate pattern of the conceptual framework from the interview in aiding this study. After that, the researcher gained several findings while gathering data. The data analysis was divided into two themes and coded according to the study question's requirements. The first themes were about the difficulties faced by the EFL learners in using online learning. Second, the factors causing the difficulties of the EFL learners in using online learning.

1. The difficulties faced by the EFL learners in using online learning

Based on the focus of the interview questions, this discussion aims to find the result of difficulties faced by students in learning using online learning both in terms of the process and learning conditions. All of the participants had some difficulties in the online learning process with various situations. thus, it was the condition found;

a. Internet connection problems

All participants admitted that they experienced problematic network constraints during online class learning, without a stable network in several areas being an obstacle to being able to carry out activities in learning. P6 and P7 agreed that Indonesia does not yet have a good network in several places and rainy weather is a cause for bad network connections.

P6: *“yes, there is. but this is like we might seek of hearing this that one of the difficulties that I often face is the bad networks, as we know that in Indonesia not all of us live in the city or region with a good network condition, especially when the weather is bad too, it will become worse.”*

P7: *“in my opinion the learning process using online classes is not effective, because when studying we need a stable internet network and some students who have poor network in her or him place it will the difficult to follow the lesson”*

Furthermore, P2, P3, P4, P9, and P10 argued that difficulties obtained by them from the internet network caused lagging, slow network, delay and loss of connection, which made it difficult for online learning. While P7 argued bad network makes it difficult to receive information.

P7: *“um... the difficulties I face when the online class was a bad network connection, is very annoying when I was studying through a google meet and then the network connection was lost, or I can't receive information properly”*

She also added that sometimes can make the students misunderstand and difficult for students to ask back about confusing information.

b. Disturbance/ distraction during online classroom

P2 and P3 were disturbed while studying online by their families at home, thus making them distracted when the family calls them to do something and unable to focus when learning in online classes.

P2: *“...the distraction is coming from my mom or young brother like they call me when I during the learning in online classes, something like that.”*

P3: *“... sometime disturbing from my parents, like when during online class my parents didn't know then they call me or knock the door that's makes me feel disturb.”*

Also, P7 added that there was a commotion when studying online at home making it difficult to focus

P7: *“and is also hard for me to concentrate when I studying at home um... because also a lot of disturbed like noisy when studying online so I can't fully concentrate.”*

Based on the responses above, it can be seen that online learning requires an environment with a peaceful atmosphere and no noise or calls from other people for making there is no interference in learning.

c. Plagiarism concerns

With online learning there is a lot of plagiarism occur of the learning, where students mostly do assignments with copy paste and just take them on the internet without cared about what they are doing, as said by P1 and P7.

P1: *“... the teacher just sends the task and the student need to complete the task but student just use internet and searching material and make them sometime not improve the skill of English because students just copy-paste answer from the internet to finish the exam”*

P7: *“from negative side, sometimes we are lazy to read the material given by the lecturer and sometimes when have assignment they just copy paste without care that’s was right or wrong and without understood what they copy paste that.”*

moreover, with this occurrence many of students become less innovative in doing assignments and can make it difficult for them to improve the knowledge of the subject they learn.

d. Lack of technological knowledge

Two respondents argued that some of the lecturers lacked knowledge of technology in operating the online class.

P3: *“Um... I think sometimes have a lecturer lack of technology, lack of understanding of technology and then makes the problems and hard for us in the online class.”*

P8: *“... the teacher they don’t have any preferences how to run, how to deal with online classrooms, so they don’t have much knowledge about how to run online classrooms effectively.”*

Thus, a lack of knowledge about technology has a huge impact on online class learning making the learning less effective.

e. Device problems

P5 argues that some students in learning have lower devices and are hard in accessing apps to be able to support operating in online learning. Moreover, P6 and P8 admitted that microphone, audio, and storage of device had a problem when doing online class learning.

P6: *"... sometimes in my experience my microphones and audio have problems when we in the virtual meeting, which is important especially we need when we do the presentation ..."*

P8: *"the technical problem sometimes. For example, my own phone it can't receive many storages, I don't have much storage to save data from the group, so I need to delated the files and so that I can save the new was file."*

Furthermore, P10 does not have laptop access because the laptop P10 is due to water damage, making him not able to do online learning. Also, P9 added the same difficulties.

P9: *"the other difficulties I got problem from my smartphone battery and also the problems when electrical was down I can't join the class because sometimes bad network connection and my battery runs out fast. and I didn't have the laptop too so hard for me to finish the assignment."*

Moreover, without a device makes it is difficult for the students to have access to online learning, can't do assignments and it's difficult to connect or run the applications like Zoom, Google Meet and etc.

f. Text material without explanation

All participants claim that they ever had to get material from the lecturer without explanation.

P5: *"the first one is some lecturers as I talk before, they only gave us some text without giving any explanation to us so we really need to find it by ourselves."*

P7: *"and also to difficult understand learning if the lecturers only provide reading material with theirs no explanations at all."*

P9: *"Yeah, I ever receive the assignment from the lecturer without explaining material and we must to read and learn it by ourself"*

Without an explanation from the lecturer, students have difficulty understanding the lesson and make them not understand the material being studied.

g. Lack of lecturer's control

Based on the data findings. Some of the participants found that the problems of online classes were due to the lack of control from the teacher when learning online classes with their students.

P1: *"one of the weaknesses I face in online learning is minim control by the teacher to make the student focus on listening material when the teacher speaks, we can say the teacher hard to control of student when learning online because they are learning distance with different place between teacher and student."*

besides, P3 added because of the lack of control by the teacher makes them bored and students be lazy in the learning.

P3: *"... minim of control from lecturer too and makes us lazy and passive in learning Rather than learning on offline, we can more active."*

Moreover, P5 feels the teacher's lack of attention to students when learning online. Also, P3 and P4 stated beside in learning student open other things and not focus in learning.

P3: *"yea because not have pressing from lecturer, as example like a diligent student will be diligent and lazy students will be lazy. And in my experience sometime student in online learning their open something else maybe like game or social media and we can say they not focus on learning."*

Regarding the responses above, it can be seen that online learning makes it difficult for teachers to control their students because students can only be seen from the virtual and it is difficult to interact only from the virtual. Therefore, good innovation is needed for teachers in learning to make learning more active not passive.

h. Slow adaptation

The changed method in learning from offline to online learning makes it difficult for students and teachers to adapt, which makes it an obstacle in the learning process as said by P1.

P1: "Then the student difficulties to get or to understand some of the explanation by teacher about material of the learning in online class because is different by offline class, student and the teacher hard to adaptation with that the method when changes from offline to online that's make the problem for EFL learners."

Learning method changes for some students and lecturers are burdensome for them, because of that it takes time to adapt, and also for EFL learners can be an obstacle to improved skills English.

2. The factors causing the difficulties of the EFL learners in using online learning

To be able to elaborate on these factors the researcher divided into several parts in order to find out the factor cause of the difficulty in online class learning, such as;

a. Too accustomed in old concentrate face to face learning

P1 and P6 admitted factors cause difficulties in the online class because they are more comfortable when learning directly face to face to can see the teacher how to teach and can know the expression of the teacher.

P1: *“as an EFL learner for me is not suitable. Because, I have to see when the teacher doing some teach in front of the class. That was different from the online class I can’t see how the way him to teach the student I am just listen teacher speak but in offline the teacher can speak and write the point of material in whiteboard while online learning can’t, is hard for me and we didn’t know the expression of the teacher because just from virtual.”*

P6: *“for me not, because as I though before that for EFL learners it will be easier and more suitable if we learn by face to face because we can see n learn directly from our lecture.”*

Where in the online class they cannot see the expression of the teacher and it is difficult for them to know if they make a mistake, they cannot be directly corrected by the teacher which distinguishes it from offline learning.

b. Boring and lack of enthusiasm

P4, P7, and P9 admitted that the condition that occurred during the online class learning process was a lack of activeness and enthusiasm for learning where only the teacher explained while the students were mostly quiet and passive.

P7: *“we just listen the teacher explain the material but we are not active in lesson we just passive hearing the lecture and we are shy to ask to lecturer when we didn’t understand that.”*

P9: *“some are students not so active, maybe they’re not confidence to be participate in the class, and Online class learning process makes students have a little difficulty to focus with their class.”*

Seven out of ten participants claim that stating the conditions in online learning is boring when learning process.

P1: *“the condition preparing my experience some time we the student get boring with the method of online learning because teacher just speak by himself theirs not intern communication like in conventional class.”*

Moreover, P3 and P7 added lack of interaction and creativity make bored and feel as sleep.

P3: *“Yea I so very feel bored. Because lack of interaction between of students and also lack of creativity in the learning.”*

P7: *“I think the condition when online class learning is very boring and sometimes, I feel as sleep during a class”*

With this condition, the online class becomes difficult for the teachers to teach, because the teacher didn't know the obstacles that students do not understand in learning due to the lack of participation from the students.

c. No social interactions

In these difficulties factor all participant agree that no interaction between students to lecturers and students with friends.

1) with lecturers

In the social interaction between lecturers and students, P1 had difficulties in asking questions or interacting during virtual.

P1: *“yes of course, like in online class learning if we have a question we can't to asking to the teacher. Because the teacher needs to explain material and the learners just listen and can't' interrupt the teacher, that's why so hard to communications between student and the teachers.”*

moreover, P3 and P10 add that it is not convenient to ask questions of the teacher by only using the application to interact.

P3: *“But interaction with the teacher I have difficulties, because when online class we not meet face to face with the teacher, like the example we texted the teacher just from google classroom or WhatsApp is hard to interaction with that.”*

In addition, P5 found difficulties in interacting due to the fact that the lecturer only gave tasks without explanation so that there was a lack of interaction.

P5: *“the interaction between student and the teacher it can’t be found, because some lectures didn’t really give us any explanation, they just held go to the classroom and then give us some tasks.”*

2) With fellow students

In the social interaction between students and friends, all student agrees not have interaction. P1, P4, P6, P9, and p10 argue that in the class just the lecturers can speak and no interaction with friends and hard for presentation to interact with other friends.

P1: *“Then about interaction with friend mostly is difficult to do that, because in the online class the boss is the teacher and feature of application that not support to interaction between student like zoom or google meet. And sometime in the group presentation make us shy or uncomfortable when presentation group with using online application like google meet or zoom.”*

P4: *“For student to another students, if there is no teaching method like learning method, like a presentation, then there is no interaction at all.”*

P10: *“yea, because we learning through at device is quite difficult for me to express myself and this could be a difficulty when I want to a communicate with other students during online classes.”*

Thus, from the responses above, it can be seen that there are many difficult factors in social interaction in online class learning between students and teachers and also interactions between students and their friends with various kinds of problems.

d. Too many assignment

Two participants P3 and P5 admitted received many assignments from several teachers during the online learning period.

P3: *“overtime when studying online learnings that make me tired, because the lecture give us many of the assignment.”*

P5: *“it is just some lecturer only gives too many tasks for us. some of them giving a video and some of them giving a writing task or maybe using a word task and then the limitation the duration of the task is limited.”*

The assignments given by the lecturer make the students feel tired and also with limited time duration to complete the task makes them less enthusiastic in learning.

e. Groups work problems

P4, P5, P7 and P8 admitted that in the interaction between friends in the work group there are difficulties, it is difficult to contact friends, difficult to control each other and miss communications often occur.

P4: *“I have difficulties in when managing groups, when we working on group, we usually controlling our friend or our group member just little bit difficult because we can’t make sure what they do their task and we can’t incorrect them or force them to do it. because yea we here and they there, we are at distance.”*

P5: *“between students and friends I think it can’t be found but not really much, like for example when we held a group assignment, we might have miss communications maybe because of using from WhatsApp chat.”*

due to frequent misunderstandings and difficulty in contacting friends, in the group work impossible to get maximum results, and hard for students if have group work in online learning.

f. Lack of confidence

P4 and P9 argued factors that cause difficulties the lack of confidence of students made the interaction in the class did not well.

P4: *“In my experience, the interaction between lectures and the student is usually lack of interaction, usually the lecturer just asks something and the student just keep silence, I don’t know why maybe some of them, not confidence.”*

P9: *“Maybe a little lack of confidence because of some students not very active to participate in the class so the result makes the class look passive and there is a lack of interaction between teachers and students during the online class learning process. And also, because some students afraid to ask for the lecturer and it show the class not too active and less interaction.”*

With the lack of confidence, students are shy and do not dare to ask lecturers, which can affect online learning students become not active, just silent and passive making the learning not effective.

g. Lack of motivation

P8 stated that due to online learning at home there are many disturbances, such as helping parents at home which makes learning less focused, tired, lack of motivation to run online classes and do assignments.

P8: *“many of the students go back to their homeland and at that time many of them, me one of those aa or helping our parents in our room, so we can’t run the learning focus, sometime we need to help our parents, for example like my friend he has coffeeshop and he need to help his father to keep aa the coffeeshop and sometime he got bored he got tired to run online classroom and to finish an assignment”*

Then, P5 argues that the longer task duration makes student delay the task and less motivation for students to do it of the assignment.

P5: *“... I think aa this is about the duration of the task it might make me become lazier, because as a student I think it is a normal, for student to delay they task until the task the duration almost end.”*

Lack of motivation in learning can make students procrastinate on assignments and lazy to participate so that sometimes it becomes a problem when online learning is done.

h. Low English proficiency

Most of the students stated with online learning many students' English skills are low. P1 argues that the factors that cause difficulties in online learning can make less the abilities of speaking skills for students.

P1: “... *I think the skill off the speaking of student get low less than before because in online learning student just less of communications with the other friend and with the teacher just listen the teacher speak in online class.*”

Thus, the reason why students' English skills are low is due to the incompatibility of some English skills to be implemented in online class learning and the lack of interaction makes the skill of English is lowest.

B. Research discussion

This This section presented a discussion based on the findings of the research. The researcher came up with two research questions. Both of the research questions were answered by using the results from the interview. The first research question was, “What are of the difficulties faced by the EFL learners in using Online Learning? After the data were analyzed, it was found that there were Eighth difficulties faced by EFL learners, the first difficulty that often occurs is the occurrence of internet connection problems. According to Nashruddin, Alam, and Tanasy (2020), where some areas do not have stable internet access. Because of that which make difficulty causes lagging and unstable network and especially during rainy weather which makes internet access difficult, others' problems of internet connections difficulty accessing applications, difficult to send files and receive information, delays during online classroom and make sending an attendance checklist late.

The second difficulty is a distraction during online classroom. With online learning students can work anywhere, but they get problems when in an online class learning such as noise, being called by family, and interference from other people.

The third difficulty, plagiarism concerns. With the use of online learning, many students do the assignments on the internet, but they do the assignments just copy-paste without changes and some of them didn't understand the material they had taken. According to Arkorful and Abaidoo (2014), Inadequate selection abilities, as well as the simplicity with which one can copy and paste, may lead to piracy and plagiarism in online learning. That's why can make students not to be innovative and lazy in the learning.

Fourth difficulty is a lack of technological knowledge. Students found some lecturers who had a lack of technological knowledge which made it difficult for them to learn online classes, and because of that, the students did not find satisfactory learning. This result is also supported by Yusny (2021), where it was discovered that some students appeared to struggle due to the lecturers' inability to effectively manage online learning platforms.

fifth difficulty is device problems or media problems where some of the students had the problems with the device such as being out of memory, didn't have the device, and microphone and audio problems. This finding was similar to Wahab and Iskandar (2020), where that some of students do not have access to a computer or an Android device.

Sixth difficulty is text material without explanation. All participants found that some lecturers gave text material without explanation, and there were even

lecturers who never came to class, only sent files or access links to ask students to study on their own. Because this makes it difficult for students to understand the lesson. This result is also supported by Maqbulin (2021), problem faced by students in having online learning during the pandemic is in understanding the material where this problem is agreed by 59% of the respondent.

Seventh difficulty, lack of lecturer's control. Some of the participants found that learning to use the online class was difficult for the lecture's to be able to control the class because all participants in the online class were only virtual, which made them free to do anything, therefore it could have an effect on students making them the laziest and do other things in learning, open social media, play games and etc. This finding was similar to Efriana (2021) During online learning, teachers are constrained in their ability to conduct control because the lack of a discussion forum menu in the application used is the cause of this. Some students first fill up the attendance list, but then become inactive until the end of the course, and some students even abandon the online class to engage in other activities unsupervised by the teacher.

Eighth difficulty, slow adaptation. where some students and lecturers have difficulty due to learning method changes from offline to online learning, making it difficult for students and teachers to adapt. Because online learning is not the same as offline learning where the way of teaching is different.

Furthermore, we moved to the second research question; it was, "What are the factors causing the difficulties of the EFL learners in using online class? after being researched, there are Eighth factors that cause difficulties for EFL learners in

using online classes, which is; First, are too accustomed to old concentrated face-to-face learning, where students felt offline learning more suitable to use in learning rather than online learning, and students also said that online learning was difficult for them than offline learning. According to Arkorful and Abaidoo (2014), In terms of explanation, interpretation, online learning methods may be less effective than face to face learning methods. they were easier to understand learning by looking at the teacher catch up directly to be able to see the expression from the teacher and easy to interaction while online class can't do that.

Second, factor difficulty is boring and lack of enthusiasm of students in online learning where that many of them are mostly silent and passive in the class. Because the class was boring make the lack of response from students is an obstacle in online learning due to students not daring to ask questions and feeling lazy to respond to teachers when online classroom. This finding was similar to Efriana (2021), even though they have enough equipment, such as computers, androids, and access to an internet network, some students are less enthused about participating in online learning. They care less about the relevance of EFL literacy and task completion.

Third, no social interaction. All participants agreed that in the online class there were no social interactions which made it difficult for them to learn. on the occurrence happen in an online class make difficulties in interacting with students and teachers and no interactions between students and friends. Where the participant said it was difficult to interact with the teacher because only the teacher could speak on the platform, and most of the students were mostly silent. This finding same like

found by Prayudha (2021), online learning shown poor communication, that online learning was difficult to provide two-way communication between teachers and students. So that it makes students sometimes feel confused when doing online learning.

Fourth, difficulty is too many assignments. Where the students get many assignments from their lecturers with limited time making them tired and bored in doing their assignments. This This result is also supported by Maqbulin (2021), where 23% of the respondent complained about many tasks that they have to finish.

Fifth, is groups work problems. Where students are hard to contact friends and frequent miscommunications and misunderstanding because they cannot control each other and it is difficult to contact friends to discuss group assignments. This finding is the same as found by Jayadi (2020), where students find it difficult to interact each other so that why misunderstandings often occur which make them hard to do work group assignments.

sixth, lack of confidence where some of the students find it difficult and embarrassed to ask questions during online classroom. Because the lack of self-confidence makes students in class only more silent and less participating in learning.

Seventh, lack of motivation. with online learning students feel like they have free time, so the lack of motivation in learning makes them often procrastinate on assignments and are also often lazy to participate in online learning.

lastly, Eighth low English proficiency. By using online class learning, some of the participants said that they had difficulty improving their English skills during online class learning. Like the skill of speaking get low because there is no practice

speaking in the online class of fellow friends. As like study conducted by Ahmad (2016) Students have difficulty to speak each other and there cannot imitate the teacher's manner of speaking in distance or online learning speaking classes, and the teacher is unable to optimally train the students to speak.



CHAPTER V

RESEARCH CONCLUSION AND SUGGESTION

This chapter reviews the research's conclusion and recommendation. The chapter briefly concludes the findings and discussion

A. Conclusion

Based on the findings of the research and discussions in the previous chapter, the researcher would like to state some conclusions about student's difficulties in learning by using online class.

From the result of the interview, it can be concluded that there are many difficulties encountered by EFL learners. With the change in the learning system from offline to online class learning, it was found that there were Eighth difficulties faced by EFL learners, the first difficulties that often occurs is the occurrence of internet connection problems such as lagging, difficulty accessing applications, difficult to send files, and delays in sending an attendance checklist. Second, is distraction during online classroom such as noisy, being called by family and interference from other people. Third, plagiarism concerns where students do the assignments take on the internet without being changed, just copy paste and some of them didn't understand the material they had taken. Fourth, is the lack of technological knowledge that makes it difficult for students to study online. Fifth, is device problems or media problems where students have problems such as, out of memory, didn't have device, microphone or audio problem. Sixth, text material without explanation from lecture which makes it difficult for students to understand the lesson. Seventh, lack of lecture's control makes students the laziest and do other

things in learning. Eighth the last, slow adaptation where students have difficulty due to method learning changes from offline to online learning.

Furthermore, regarding the second research question, this study found several factors causing the difficulties of the EFL learners in using online class, which is; first, is too accustomed in old concentrate face to face learning, where students felt offline learning more suitable to use in learning rather than online learning. Second, is boring and lack of enthusiasm where students felt in learning using online classes is bored and makes them not focus on learning and many of them mostly silence and passive in the class. Third, no social interaction between students, lecturer, and friends. Fourth, there are too many assignments that students get from their lecturers. Fifth, is groups work problems where the problems hard to contact friend and frequent miscommunications. sixth, lack of confidence where some of the students find it difficult and embarrassed to ask questions during online classroom. Seventh, lack of motivation in learning makes them often procrastinate on assignments and are also often lazy to participate in online learning. And the last, eighth low English proficiency, which makes it difficult for them to improve their English skills during online class learning.

B. Suggestion

Based on the findings, some suggestions are provided by the researcher. Based on the result of this study, it can be seen that there are still many of students' face the difficulties in online learning. Therefore, to make online class learning effective it needed enthusiasm from students in learning so that learning can run well. As for teachers, it is recommended to make innovative and interesting learning

so that learning in online classes is not boring, and also avoid giving assignments without an explanation, where students really need an explanation in learning.

Furthermore, for students who have internet connection problems, it is better to look for a place that has a stable network before the start of learning, and also a place that does not have noise and interference from other people so that they can study more focused. and before starting learning, first check if there are problems with devices, applications and so on so that they don't become late or have problems when they want to learn online class learning.

For university, pay more attention to the problem where the provision of learning tools and materials is better for students and lecturers that they can use online learning better, and the provision of learning quotas that are not limited to only being used in some applications, because students and lectures need to be able to open other applications in finding information about learning material to not make it difficult for them. and also, need to made a seminar for lecturers to know how to the operation of technological knowledge about online learning and needed how to make online class learning more effective and innovative.

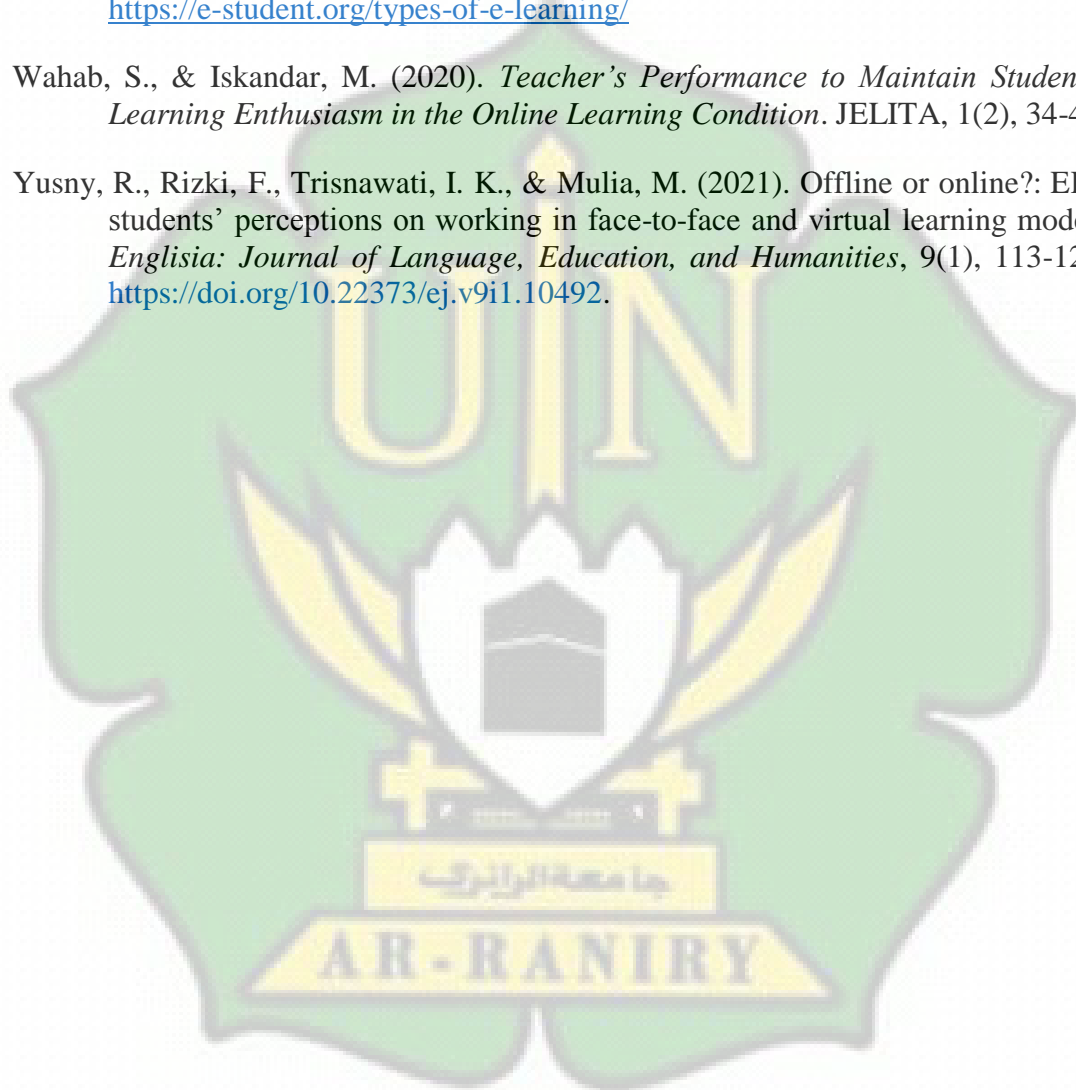
REFERENCES

- Ahmad, S. Z. (2016). *The Flipped Classroom Model to Develop Egyptian EFL Students' Listening Comprehension*. *English Language Teaching*, 9(9), 166-178.
- Ahmadi, A., & Supriyon, W. (2008). *Psikologi belajar*. PT. RinekaCipta: Jakarta.
- Allen, I. E., & Seaman, J. (2007). *Online Nation: Five Years of Growth in Online Learning*. Newburyport, MA.: ERIC.
- Alvi, M. (2016). *A manual for selecting sampling techniques in research*. University of Karachi.
- Arkorful, V & Abaidoo, N (2014). *The role of e-learning, the advantages and disadvantages of its adoption in Higher Education*. *international Journal of Education and Research*, 2 (12), 2201-6740.
- Atmojo, A. E. P. (2021). EFL teachers' online teacher professional development experiences amidst the COVID-19 pandemic: Practices and perceptions. *Englisia: Journal of Language, Education, and Humanities*, 9(1), 1-18. <https://doi.org/10.22373/ej.v9i1.9127>
- Bates, A. W., & Poole, G. (2003). *Effective teaching with technology in higher education*. San Francisco: Jossey-Bass.
- Boyadzhieva, E. (2014). Theory and Practice in Foreign Language Teaching: Past and Present. *Journal of Modern Education Review*, 4(10), pp. 776–788. Retrieved from <http://academicstar.us/UploadFile/Picture/2015-1/2015114121140128.pdf>
- Bullen, M., & Janes, D. P. (2007). *Making the transition to E-learning: strategies and issues*. Hershey: Information Science Publishing.
- Cambridge University Press. (2003). *Cambridge advance learner's dictionary*. Great Britain
- Chun, D., Kern, R., & Smith, B. (2016). *Technology in Language Use, Language Teaching, and Language Learning*. *The Modern Language Journal*, 100, 64-80.
- Coman, C., et al (2020). Online Teaching and Learning in Higher Education during the Coronavirus Pandemic: Students' Perspective. *Sustainability*. 12(24):10367.

- Creswell, J. W. (2009). *Research Design: Qualitative, quantitative, and mixed methods approach*. London: SAGE Publications Ltd.
- Dabbagh, N., & Bannan-Ritland, B. (2005). *Online Learning: Concepts, Strategies, and Application*. Upper Saddle River, NJ.: Pearson/Merrill/Prentice Hall.
- Dhull, I., & Arora, S. (2017) *online learning*. Research Scholar: M.D.U. Rohtak. 3(8), 2454-9916
- Efriana, L. (2021). *Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution*. JELITA, 2(1), 38-47.
- Estévez, J. A., Castro-Martínez, J., & Granobles, H. R. (2015). La educación virtual en Colombia: Exposición de modelos de deserción. *Apertura*, 7(1).
- Fawns, T. (2019). Post digital education in design and practice. *Post digital Science and Education*, 1(1), 132– 145. <https://doi.org/10.1007/s42438-018-0021-8>.
- Gebhard, J. (2006). *Teaching English as a Foreign Language or Second Language: A Teacher Self-development and Methodology Guide* (2nd edition). USA: The University of Michigan Press
- Hakim. 2005. Analisis Kesulitan Belajar Pada Siswa SMA. Bandung: Alfabeta
- Syarif, I. R. (2021). The Implementation of Distance Learning in English Language Teaching at Sma N 1 Wangon. Skripsi thesis, IAIN Purwokerto.
- Jayadi A. (2020). An Analysis of Students' Difficulties in Online Learning Process Through WhatsApp Media. Skripsi thesis, Universitas Muhammadiyah Mataram.
- Lambert, M. (2012). *A beginner's guide to doing your education research project*. Chennai, India: Sage
- Lambert, S. D., & Loiselle, C.G. (2007). Combining individual interviews and focus groups to enhance data richness. *Journal of Advanced Nursing*, 62 (2), 228– 237 doi: 10.1111/j.1365-2648.2007. 04559.x
- Li, F., et al (2014). Traditional Classroom vs E-learning in Higher Education: Difference between Students' Behavioral Engagement. *International Journal of Emerging Technologies in Learning (iJET)*, 9(2), p. pp. 48-51, ISSN 1863-0383.
- Syam, L. A. S. (2021). Exploring Students' Perception Of E-Learning in Studying English During Covid-19 Pandemic. Skripsi thesis, Universitas Muhammadiyah Makasar

- Maqbulin, A. (2021). Problems of Online Learning During Pandemic. *Inovasi-Jurnal Diklat Keagamaan*, 15(1), 1-13. <https://doi.org/10.52048/inovasi.v15i1.205>
- Masduqi, H. (2016). Integrating receptive skills and productive skills into a reading lesson. *Proceeding the 2nd International Conference on Teacher Training and Education*, 2(1), 507-511.
- Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2009). *Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies*. Project Report. Centre for Learning Technology.
- Moleong, L. J. (2007). *Metode Penelitian Kualitatif (Edisi Revisi)*. Bandung: PT REMAJA POSDAKARYA.
- Nashruddin, N., Alam, F. A., & Tanasy, N. (2020). Perceptions of Teacher and Students on the Use of E-Mail as A Medium in Distance Learning. *Berumpun: International Journal of Social, Politics, and Humanities*, 3(2), 182-194.
- Patel, M, F, P., & Jain, M. (2008). *English Language Teaching (Methods, Tools & Techniques)*. Jaipur: Sunrise Publishers & Distributors.
- Prayudha, S. J. (2021). Students' Problems Face in Online Learning Amidt Pandemic Covid 19. *Acitya: Journal of Teaching and Education*, 3(2), 188-197.
- Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2020). Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity. *Springer: Post digital Science and Education*, 2:923–945.
- Retnawati, H., Hadi, S., & Nugraha, A. C. (2016). Vocational High School Teachers' Difficulties in Implementing the Assessment in Curriculum 2013 in Yogyakarta Province of Indonesia. *International Journal of Instruction*. 9(1), 33-48
- Roberts, T.S. & McInnerney, J.M. (2007). Seven Problems of Online Group Learning (and Their Solutions). *Journal of Educational Technology & Society*, 10(4), 257-268.
- Saminathan, V. (2020). *Problems Of Online Classes*. *International Journal of Academic Research Reflector*. DOI: 10.6084/m9.figshare.13573550
- Santos, N. B., Alarcón, M. M. H., & Pablo, I. M (2016). Fillers and the Development of Oral Strategic Competence in Foreign Language Learning. *Porta Linguarum*. 25. 191-201. 10.30827/Digibug.53916
- Slameto (2003). *Belajar dan faktor-faktor yang Mempengaruhinya*. Jakarta: PT. Rineka Cipta.

- Soliman, N. A. (2014). Using E-Learning to Develop EFL Students' Language Skills and Activate Their Independent Learning. *Creative Education*, 5, 752-757.
- Steeple, C., Jones, C., & Goodyear, P. (2002). *Beyond e-learning: A future for networked learning* (pp. 323-341). Springer London.
- Tamm, S. (2021). All 10 Types of E-Learning Explained. Retrieved from <https://e-student.org/types-of-e-learning/>
- Wahab, S., & Iskandar, M. (2020). *Teacher's Performance to Maintain Students' Learning Enthusiasm in the Online Learning Condition*. JELITA, 1(2), 34-44.
- Yusny, R., Rizki, F., Trisnawati, I. K., & Mulia, M. (2021). Offline or online?: EFL students' perceptions on working in face-to-face and virtual learning modes. *Englisia: Journal of Language, Education, and Humanities*, 9(1), 113-128. <https://doi.org/10.22373/ej.v9i1.10492>.




SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 9588/Un.08/FTK/KP.07.6/08/2022

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-16634/Un.08/FTK/KP.07.6/11/2021** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan** : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 Oktober 2021
- MEMUTUSKAN**
- Menetapkan** :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-16634/Un.08/FTK/KP.07.6/11/2021** tanggal 9 November 2021
- KEDUA** : Menunjuk Saudara:
- | | |
|--------------------------------|----------------------------|
| 1. Prof. Dr. T. Zulfikar, M.Ed | Sebagai Pembimbing Pertama |
| 2. Dr.phil. Saiful Akmal, M.A | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : **Zikrullah**
- NIM : **160203040**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **The Online Learning Difficulties for EFL Learners**
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
- KEEMPAT** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023
- KELIMA** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 05 Agustus 2022
Dekan,


Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651-7557321, Email : uin@ar-raniry.ac.id

Nomor : B-17504/Un.08/FTK.1/TL.00/12/2021

Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN ar-raniry

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **ZIKRULLAH / 160203040**

Semester/Jurusan : XI / Pendidikan Bahasa Inggris

Alamat sekarang : Jl. Lingkar Kampus Lr. Diblang Kompleks Ruzi Indah No. 20 Gampoeng Rukoh Kec. Syiah Kuala Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***The Difficulties in Learning by Using Online Class for EFL Learner***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 09 Desember 2021

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 03 Januari 2022

Dr. M. Chalis, M.Ag.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.flk@ar-raniry.ac.id, Website <http://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-11/Un.08/PBI/TL.00/08/2022

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-9588/Un.08/FTK.I/TL.00/08/2021 tanggal 05 Agustus 2022, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Zikrullah
NIM : 160203040
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

"The Online Learning Difficulties for EFL Learners"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 08 Agustus 2022
a.n Ketua Prodi Pendidikan Bahasa Inggris,
Sekretaris Prodi,

Syarifah Dahliana

Instrument (Interview protocol)

Project: The Online Learning Difficulties for EFL Learners

Time of interview : -

Date : -

Place : -

Interviewer : **Zikrullah**

Interviewee : -

This is a research study about the online learning difficulties for EFL learners. The purpose is to find out the factors difficulties that affect learner when they learning by using online classes. The data is collected through a semi-structured interview which is recorded and only used for the research purposes to protect the interviewee's confidentiality based on informed consent. The interview process will take about 20-30 minutes.

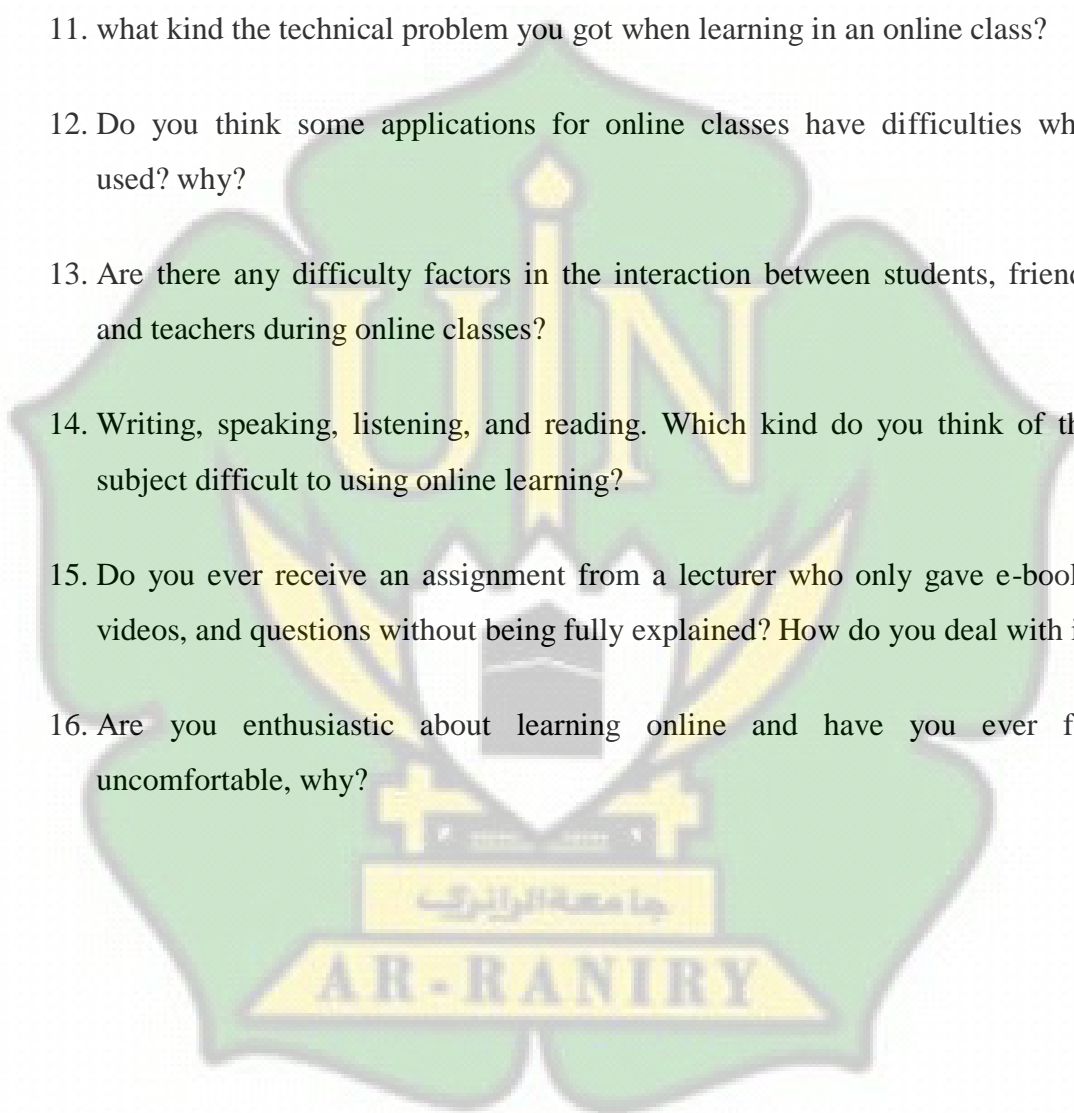
Question:

RQ1

1. Would you like to explain a little bit about online class learning?
2. How the learning process with using online classes?
3. How was the condition when online class learning process?
4. Are there any difficulties do you face by using online class in learning?
5. How do you overcome the difficulty you faced when using online class learning?
6. What are the weaknesses in online class learning for EFL learners?
7. What are the strengths in online class learning for EFL learners?
8. What are the solutions do you suggest for your friends for the next online class learning process?

RQ2

9. As an EFL learner, do you find it suitable to use online classes for learning?
Why is it suitable/ why is it not suitable?
10. Are there any factors affecting to use of online classes for EFL learners?
11. what kind the technical problem you got when learning in an online class?
12. Do you think some applications for online classes have difficulties when used? why?
13. Are there any difficulty factors in the interaction between students, friends, and teachers during online classes?
14. Writing, speaking, listening, and reading. Which kind do you think of that subject difficult to using online learning?
15. Do you ever receive an assignment from a lecturer who only gave e-books, videos, and questions without being fully explained? How do you deal with it?
16. Are you enthusiastic about learning online and have you ever felt uncomfortable, why?



Title : The Difficulties in Learning by Using Online Class for EFL Learners

Researched by : Zikrullah

Consent form for participation in research interview

thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

I confirm that I have read and understood the information sheet (interview) and have had the opportunity to ask questions.



I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences.



I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with the research materials, and will not be identified or identifiable in the report or reports that result from the research.



I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and that extracts from the interview, from which I would not be personally identified, may be used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission, and that no one outside the research team will be allowed access to the original recording.



I agree that my anonymised data will be kept for future research purposes such as publications related to this study after the completion of the study.



I agree to take part of interview.



HF

Participant's Name

1 Dec 2021

date

[Signature]

signature

ZIKRULLAH

Resaercher's Name

1 Dec 2021

date

[Signature]

signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : Zikrullah

Full address : Jl. Tgk. Diblang No.20, Rukoh, Banda Aceh

Phone : 082363202728

E-mail : zikrullah220299@gmail.com

Title : The Difficulties in Learning by Using Online Class for EFL Learners

Researched by : Zikrullah

Consent form for participation in research interview

thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

I confirm that I have read and understood the information sheet (interview) and have had the opportunity to ask questions.

☒

I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences.

☒

I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with the research materials, and will not be identified or identifiable in the report or reports that result from the research.

☒

I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and that extracts from the interview, from which I would not be personally identified, may be used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission, and that no one outside the research team will be allowed access to the original recording.

☒

I agree that my anonymised data will be kept for future research purposes such as publications related to this study after the completion of the study.

☒

I agree to take part of interview.

☒

ONS

2 des 2021

[Signature]

Participant's Name

date

signature

ZIKRULLAH

2 des 2021

[Signature]

Resaercher's Name

date

signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : Zikrullah

Full address : Jl. Tgk Dibrang No.20, Rukoh, Banda Aceh

Phone : 082363202728

E-mail : zikrullah220299@gmail.com

Title : The Difficulties in Learning by Using Online Class for EFL Learners

Researched by : Zikrullah

Consent form for participation in research interview

thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

I confirm that I have read and understood the information sheet (interview) and have had the opportunity to ask questions.



I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences.



I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with the research materials, and will not be identified or identifiable in the report or reports that result from the research.



I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and that extracts from the interview, from which I would not be personally identified, may be used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission, and that no one outside the research team will be allowed access to the original recording.



I agree that my anonymised data will be kept for future research purposes such as publications related to this study after the completion of the study.



I agree to take part of interview.



Via

2 Desember 2021

Agil

Participant's Name

date

signature

ZIKRULLAH

2 Desember 2021

Zikrullah

Researcher's Name

date

signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : Zikrullah

Full address : Jl. Tgk Diblang No.20, Rukoh, Banda Aceh

Phone : 082363202728

E-mail : zikrullah220299@gmail.com

Title : The Difficulties in Learning by Using Online Class for EFL Learners

Researched by : Zikrullah

Consent form for participation in research interview

thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

I confirm that I have read and understood the information sheet (interview) and have had the opportunity to ask questions.

☒

I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences.

☒

I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with the research materials, and will not be identified or identifiable in the report or reports that result from the research.

☒

I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and that extracts from the interview, from which I would not be personally identified, may be used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission, and that no one outside the research team will be allowed access to the original recording.

☒

I agree that my anonymised data will be kept for future research purposes such as publications related to this study after the completion of the study.

☒

I agree to take part of interview.

☒

MFAA

Participant's Name

2 Dec 2021

date

LA Jatin

signature

Zikrullah

Researcher's Name

2 Dec 2021

date

Zikrullah

signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : Zikrullah

Full address : Jl. Tgk. Dibrang No.20, Rukoh, Banda Aceh

Phone : 082363202728

E-mail : zikrullah220299@gmail.com

Title : The Difficulties in Learning by Using Online Class for EFL Learners

Researched by : Zikrullah

Consent form for participation in research interview

thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

I confirm that I have read and understood the information sheet (interview) and have had the opportunity to ask questions.



I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences.



I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with the research materials, and will not be identified or identifiable in the report or reports that result from the research.



I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and that extracts from the interview, from which I would not be personally identified, may be used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission, and that no one outside the research team will be allowed access to the original recording.



I agree that my anonymised data will be kept for future research purposes such as publications related to this study after the completion of the study.



I agree to take part of interview.



RE

4 Desember 2021

Raul

Participant's Name

date

signature

Zikrullah

4 desember 2021

Zur

Researcher's Name

date

signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : Zikrullah

Full address : Jl. Tgk. Dibrang No.20, Rukoh, Banda Aceh

Phone : 082363202728

E-mail : zikrullah220299@gmail.com

Title : The Difficulties in Learning by Using Online Class for EFL Learners

Researched by : Zikrullah

Consent form for participation in research interview

thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

I confirm that I have read and understood the information sheet (interview) and have had the opportunity to ask questions.

☒

I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences.

☒

I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with the research materials, and will not be identified or identifiable in the report or reports that result from the research.

☒

I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and that extracts from the interview, from which I would not be personally identified, may be used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission, and that no one outside the research team will be allowed access to the original recording.

☒

I agree that my anonymised data will be kept for future research purposes such as publications related to this study after the completion of the study.

☒

I agree to take part of interview.

☒

RS 6 Dec 2021 [Signature]
Participant's Name date signature

ZIKRULLAH 6 Dec 2021 [Signature]
Resaercher's Name date signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : Zikrullah

Full address : Jl. Tgk. Diblang No.20, Rukoh, Banda Aceh

Phone : 082363202728

E-mail : zikrullah220299@gmail.com

Title : The Difficulties in Learning by Using Online Class for EFL Learners

Researched by : Zikrullah

Consent form for participation in research interview

thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

I confirm that I have read and understood the information sheet (interview) and have had the opportunity to ask questions.



I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences.



I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with the research materials, and will not be identified or identifiable in the report or reports that result from the research.



I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and that extracts from the interview, from which I would not be personally identified, may be used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission, and that no one outside the research team will be allowed access to the original recording.



I agree that my anonymised data will be kept for future research purposes such as publications related to this study after the completion of the study.



I agree to take part of interview.



YA

6 dec 2021

Zikrullah

Participant's Name

date

signature

ZIKRULLAH

6 dec 2021

Zikrullah

Researcher's Name

date

signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : Zikrullah

Full address : Jl. Tgk. Diblang No.20, Rukoh, Banda Aceh

Phone : 082363202728

E-mail : zikrullah220299@gmail.com

Title : The Difficulties in Learning by Using Online Class for EFL Learners

Researched by : Zikrullah

Consent form for participation in research interview

thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

I confirm that I have read and understood the information sheet (interview) and have had the opportunity to ask questions.



I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences.



I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with the research materials, and will not be identified or identifiable in the report or reports that result from the research.



I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and that extracts from the interview, from which I would not be personally identified, may be used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission, and that no one outside the research team will be allowed access to the original recording.



I agree that my anonymised data will be kept for future research purposes such as publications related to this study after the completion of the study.



I agree to take part of interview.



<u>HM</u>	<u>8 Dec 2021</u>	<u></u>
Participant's Name	date	signature
<u>Zikrullah</u>	<u>8 Dec 2021</u>	<u></u>
Researched by's Name	date	signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : Zikrullah

Full address : Jl. Tgk. Diblang No.20, Rukoh, Banda Aceh

Phone : 082363202728

E-mail : zikrullah220299@gmail.com

Title : The Difficulties in Learning by Using Online Class for EFL Learners

Researched by : Zikrullah

Consent form for participation in research interview

thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

I confirm that I have read and understood the information sheet (interview) and have had the opportunity to ask questions.



I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences.



I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with the research materials, and will not be identified or identifiable in the report or reports that result from the research.



I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and that extracts from the interview, from which I would not be personally identified, may be used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission, and that no one outside the research team will be allowed access to the original recording.



I agree that my anonymised data will be kept for future research purposes such as publications related to this study after the completion of the study.



I agree to take part of interview.



SI

10 Dec 2021

Sili

Participant's Name

date

signature

ZIKRULLAH

10 Dec 2021

Zikrullah

Researcher's Name

date

signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : Zikrullah

Full address : Jl. Tgk Dibrang No.20, Rukoh, Banda Aceh

Phone : 082363202728

E-mail : zikrullah220299@gmail.com

Title : The Difficulties in Learning by Using Online Class for EFL Learners

Researched by : Zikrullah

Consent form for participation in research interview

thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

I confirm that I have read and understood the information sheet (interview) and have had the opportunity to ask questions.



I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences.



I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with the research materials, and will not be identified or identifiable in the report or reports that result from the research.



I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and that extracts from the interview, from which I would not be personally identified, may be used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission, and that no one outside the research team will be allowed access to the original recording.



I agree that my anonymised data will be kept for future research purposes such as publications related to this study after the completion of the study.



I agree to take part of interview.



LALI
Participant's Name

10 DEC 2021
date

[Signature]
signature

Zikrullah
Resaercher's Name

10 Dec. 2021
date

[Signature]
signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : Zikrullah

Full address : Jl. Tgk Diblang No.20, Rukoh, Banda Aceh

Phone : 082363202728

E-mail : zikrullah220299@gmail.com