

**THE CHALLENGES OF ONLINE LEARNING DURING
COVID-19 PANDEMIC: AN EXPERIENCE OF EFL
STUDENTS**

THESIS

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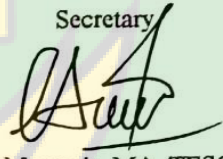
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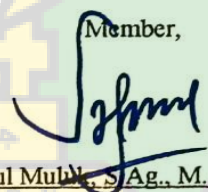
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THE CHALLENGES OF ONLINE LEARNING DURING COVID-19 PANDEMIC: AN EXPERIENCE OF EFL STUDENTS

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, 24 Oktober 2022
Saya yang membuat pernyataan,




Ratri Wulandari

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I realize that this thesis would not be finished without my beloved people who support and help me and I would like to express my gratitude and highest appreciation to all those who have helped in the process of writing this thesis. First of all, I would like to express my sincere gratitude to my supervisors Prof. Dr. T. Zulfikar, M.Ed. and Prof. Habiburrahim, M.Com., M.S., Ph.D. for their valuable evaluations, comments, and suggestions during the completion of this thesis. Also, all lecturers and staff of English Education department have lectured and guided me during my study. May Allah always bless you and ease all your affairs.

I want to express my greatest gratitude to my beloved family, especially to my parents who have worked tirelessly to get me to this point, the two greatest people in my life who always pray for me and support me. Also, my gratitude to my old brother and sister who have inspired and encouraged me from when I started my study until I was able to finish it.

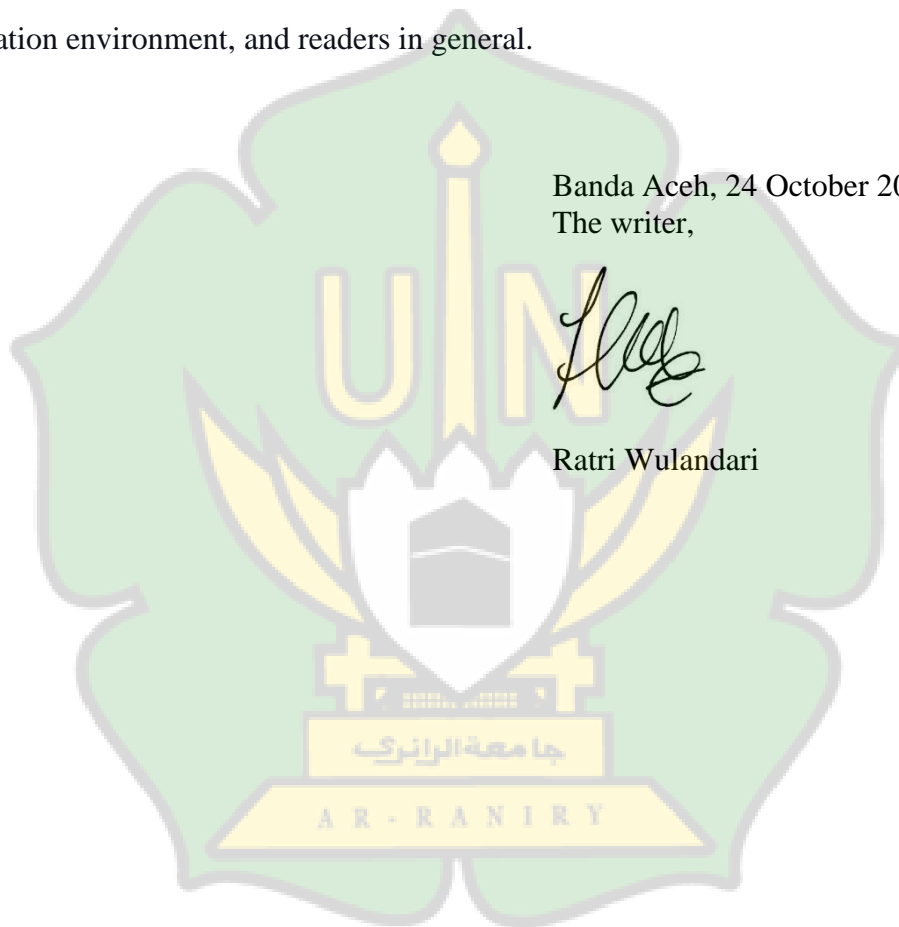
My million gratitude is also addressed to my best friends, who have supported and helped each other. Finally, thanks to everyone who has been part of my study journey that I cannot mention one by one. May all your help be rewarded by Allah.

In the end, I hope that this thesis can be useful for related parties, the English Education environment, and readers in general.

Banda Aceh, 24 October 2022
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ABSTRACT

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This study aimed to find out the challenges of online learning that EFL students faced during covid-19 pandemic. The method used in this study is phenomenological qualitative. This study consists of three research questions. There were 9 PBI students batch 2018 were interviewed with semi-structure interview. The results show that EFL students faced many challenges in conducting online learning during the Covid-19 pandemic. These challenges are caused by external and internal factors, challenges caused by external factors include internet access, learning facilities, and challenges caused by internal factors include motivation and time management. I also found that online learning has effects on students' behavior, namely students become more capable in using technology, but also, they become more negligent and lazy in learning.

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CHAPTER I

INTRODUCTION

This chapter discusses concept of the study. It involves background of the study, research questions, research objectives, significance of the study and terminology. The following are explanations of how each point is elaborated:

A. Background of the Study

At the end of 2019, the world was being hit and shocked by the COVID-19 pandemic. COVID-19 is a new disease that has never been previously identified in humans, it can cause illness ranging from mild to severe. This disease first occurred in Wuhan, China which caused a public health emergency and disturbed the world until it spread to various countries and one of the countries affected by this pandemic was Indonesia (Yurianto & Wibowo, 2020, as cited in Marlana, 2021).

The rise of COVID-19 in Indonesia affects various aspects of life, one of which is the education sector. The pandemic forced the issuance of social distancing policies, or in Indonesia which is often called Physical Distancing, this aims to minimize the spread of Covid-19 (Oktarina, Warsono, Priyadi, & Kismartini, 2021). So, this policy was taken to slow down the spread of the Corona virus in the community. Kementerian Pendidikan dan Kebudayaan (Kemdikbud) responded to this with a distance learning policy or commonly known as online learning. In this learning, students and teachers are connected to each other online in carrying out

learning. Although the learning process cannot be done face-to-face, the educational objectives will still be implemented.

With the pandemic, the learning process that is usually done face-to-face had been shifted to online learning. Under these circumstances, there were many changes in the educational process, such as changes in the teaching and learning system, school administrators, students, parents, and of course lecturers must migrate to the online learning system. Laili and Herwiana (2022) state online learning has had impacts for lecturers and students. They face new things that are full of challenges.

English is one of the most important languages in the world because English is the most widely used language in international communication. Along with the increasingly modern era, English is increasingly inseparable. Therefore, English is very important to learn in the world of education, English has become an integral part of our teaching system and curriculum (Muniruzzaman & Mridha, 2020). English students who are not native speakers to use it in a non-English speaking country are called EFL students (Muslem, 2021). The students are taught and trained to have English language skills even in non-English speaking countries. According to Ajito and Lodo (2022), the implementation of online learning may be the worst for EFL students, as learning a foreign language is complicated during the coronavirus pandemic especially higher education students. EFL learning, which requires a lot of practice to run well, has problems during the online learning process (Ahmad, 2016).

With these changes and there is no readiness for education staff, lecturers and students, I am interested in knowing the challenges faced by EFL students during online learning and the possible facilities and solutions that can be provided to overcome these problems in the future. To this end, this study is aimed to explore issues regarding the challenges of online learning on the EFL learning process.

B. Research Questions

Based on the background of the study above, I formulate the research questions as follows:

1. What are the challenges that students face in online learning?
2. What are the perceived impacts of online learning on students' behavior?
3. How to improve students' engagement in online learning?

C. Research Objectives

Based on the research questions above, the objectives of this study are to solve and answer the research questions. The objectives of this study are:

1. To find out what are the challenges that students face in online learning.
2. To find out what are the perceived impacts of online learning on students' behaviour.
3. To find out how to improve students' engagement in online learning.

D. Significance of the Study

This study is expected to provide information about the challenges of online learning during COVID-19 pandemic and ways that can be done to overcome them. It is expected that the results of this study can be a reference to enrich knowledge and add references for future research. I realize this research is still far from perfect, therefore, I hope that the study gap can be improved in future studies.

E. Terminology

To make it easier to understand the explanation, I first explain some of the terms contained in the title of this paper, making it easier for readers to understand and avoid mistakes in understanding them, here are the terms that need to be explained:

1. Covid-19 pandemic

Covid-19 pandemic is the event of the spread of COVID-19 disease. Covid-19 is a disease caused by the corona virus. Corona virus is a virus that attacks the respiratory system. This virus can cause mild disorders of the respiratory system, severe lung infections, and even death. This virus is an infectious disease that can attack anyone, from the elderly (older people), adults, children, to pregnant women and breastfeeding mothers (Pittara, 2022).

Covid-19 pandemic forced the issuance of a Physical Distancing policy, which aims to minimize the spread of Covid-19 (Oktarina, et al, 2021). This policy was made to slow down the spread of the Corona virus in the community. Kementerian Pendidikan dan Kebudayaan (Kemdikbud) responded to this by shifting face-to-

face learning (traditional learning) to distance learning or commonly known as online learning.

2. Online learning

The effects of the pandemic had also pushed language learning to switch to online learning, especially in the context of EFL. A learning system based on formalized teaching but with the help of electronic resources is known as online learning. Online learning is a type of learning conducted digitally via electronic media, typically involving the internet. It can be accessed via most electronic devices including a computer, laptop, tablet or smartphone, making it a versatile and easy way for students to learn wherever they are. Online learning provides several advantages, such as effectiveness in terms of cost and time, increased student skills, and easier access to learning activities (Syafarayani, et al, 2022).

The meaning of online learning in this study is learning activities carried out through networks including Google Classroom, Google Meet, Zoom and Canvas which were carried out during the Covid-19 pandemic.

1. EFL students

EFL stands for English as a foreign language. EFL refers to a situation in which students learn English in order to converse with other English speakers around the globe. According to (Ratminingsih, 2021), EFL students are students who study English in a country that does not use English as the main language in trade and

education. EFL students study English with the aim of communicating with other language users from other countries.

EFL students referred to in this study are students who are studying English in a country that does not use English as the main language (for example, students who study English in Indonesia) and have studied with online learning system during covid-19 pandemic.

2. Challenges of online learning in EFL context

Despite all the opportunities that online learning provides, there is no denying that this system is still a challenge for students. Challenge is a thing or object that inspires determination to improve problem-solving abilities. This challenge is used as a stimulus to work harder and so on. Challenge is a thing or object that needs to be overcome

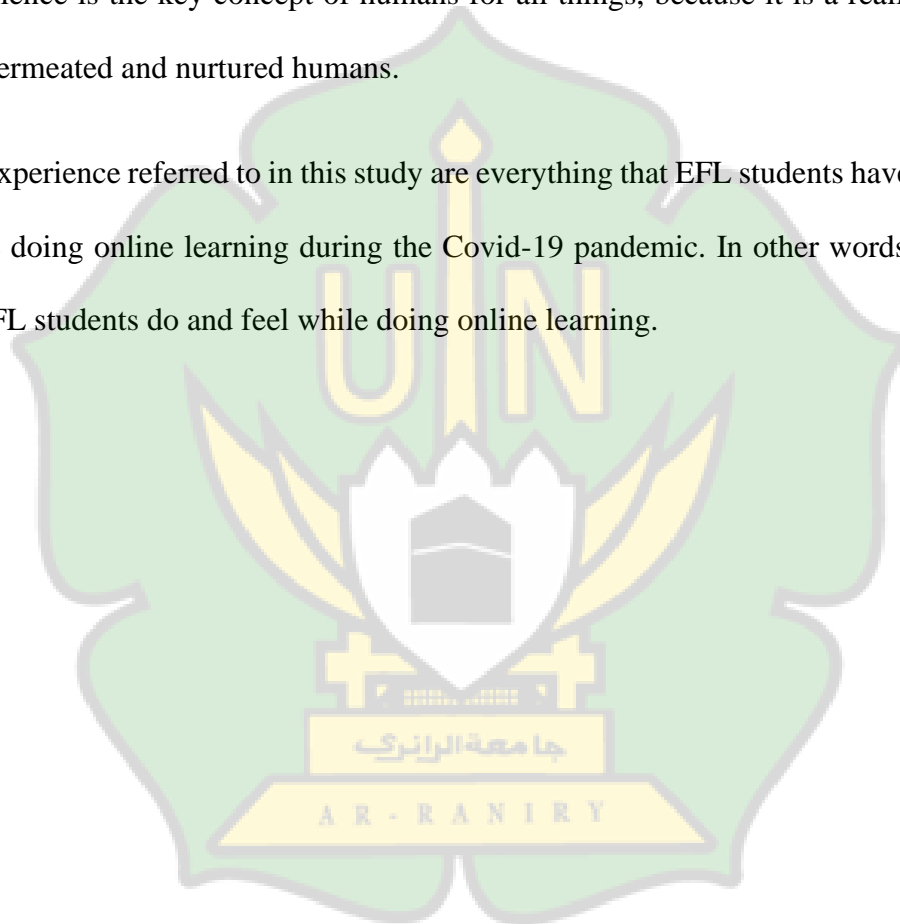
The emergence of COVID-19 which required learning to be carried out with an online learning system is a challenge for all parties in education. The many changes that occur in the education system and the lack of student readiness for these changes became a challenge for students, especially EFL students.

The challenges referred to in this study are the challenges of online learning faced by EFL students during the covid-19 pandemic. These challenges are things or obstacles that the EFL students need to overcome during covid-19.

3. Experience

Experience is something related to something that has happened. Experience is a thing or event that has been passed or experienced by a person through a number of activities and interacting with other people (Sagala, 2013). Sagala also said that experience is the key concept of humans for all things, because it is a reality that has permeated and nurtured humans.

Experience referred to in this study are everything that EFL students have faced while doing online learning during the Covid-19 pandemic. In other words, what do EFL students do and feel while doing online learning.



CHAPTER II

LITERATURE RIVIEW

A. Definition of Online Learning

Online learning is a learning process which in its implementation uses electronic technology, especially information and communication technology. Online learning allows students to learn through computers or other electronic technologies in their respective places without having to go to class.

According to Parlupi (2021), online learning is a learning activity that utilizes the internet and digital media in delivering the material. The hallmark of online learning is the integration of technology and innovation in it (Banggur & Situmorang, 2018). Gilang (2020) states that online learning is learning that is done online, using learning applications or social networks. Some of the applications used in online learning are Google Classroom, Google Meet, Zoom, and Canvas.

Online learning is learning in which lecturers and students are connected via the internet and use learning applications in its implementation. Supuwiningsih (2021), online learning is the use of computer technology and computer networks accompanied by the application of innovative learning models in the context of implementing learning activities that will provide students with broad access to knowledge so that they can acquire new skills.

1. Types of online learning

Online learning has two types, namely synchronous and asynchronous.

a. Synchronous

Synchronous means at the same time. Lecturers and students both participate in the learning process at the same time. This allows lecturers and students to interact directly online. In practice, both teachers and students use the internet. Lecturers provide learning materials in the form of papers or presentation slides and students can listen to presentations directly via the internet. Students can also ask questions or comments directly or through the chat window. Synchronous learning is a virtual representation of a real class (Chaeruman, 2017).

b. Asynchronous

In asynchronous learning, students can take different learning times with lecturers providing materials. In practice, students have access to learning materials at all times and from any location. The learning can be completed by students on their own time or in accordance with a set schedule. Reading, animation, simulation, educational games, tests, quizzes, and assignment collection are all examples of ways to learn (Hartanto, 2016).

2. Characteristics of online learning

a. Utilizing information and communication technology services

In online learning, lecturers and teachers use information and communication technology services in the form of the internet such as find learning materials by using internet so that the delivery of messages and communication between lecturers and students is easy and fast (Alldila, 2021). Habiburrahim (2015) also stated that there are many books, articles, reports, and other documents available online so that students can find great reading materials online. Therefore, in online learning, the internet is indispensable for the success of learning.

b. Utilizing computer media such as computer networks or digital media

As a means of supporting the implementation of online learning, computer is the main thing to support in achieving learning outcomes (Gunawan & Amaludin, 2021). Online learning utilizes computers for the learning process and also knowing the results of learning progress, educational administration, and to find out a lot of information from various sources of information

c. Using an independent learning approach.

Online learning provides opportunities for students to learn independently by being in control of learning success. In online learning, students are required to be independent in organizing, controlling, and directing themselves in dealing with various tasks during the learning process (Harahap & Harahap, 2020).

- d. Learning materials can be stored on the computer.

Learning materials in online learning are usually in the form of independent teaching materials in digital form. Then, the material is stored in a computing system. That is, it can be accessed by lecturers and students anytime and anywhere (Perkadosi, 2018).

3. Functions of online learning

There are at least three functions of online learning for learning activities in the classroom. They are as supplement, as complement, and as substitution (Ahyar et al., 2021).

a. Supplement

The function of online learning as a supplement is when the main learning model implemented is a conventional learning model, but students have the freedom to use online learning materials or not (Samsinar, 2020). In this case, students are not required to access the material via online. However, students who use it will of course have additional knowledge or insight.

b. Complement

The function of online learning as a complement means online learning materials to complement conventional learning. The point is that lecturers provide material through offline learning, but some sources must be opened by students through an online learning system (Ahyar et al., 2021). In addition, Samsinar (2020)

also gives her opinion, she states that online learning is said as a complement means that online learning materials are programmed to be enrichment or improvement materials for students in participating in conventional learning activities.

c. Substitution

The function of online learning as a substitute is online learning as a complete substitute for conventional learning methods. Schools carry out learning through online learning as a substitute for conventional learning (Ahyar et al., 2021). In this case, all learning activities are carried out online.

4. Advantages and disadvantages of online learning

Each type of learning has its own advantages and disadvantages. According to Ariyani (2021), there are several advantages in online learning, including: (1) online learning can increase the skills of students and lecturers in utilizing technology media in the learning process; (2) learning becomes more planned and effective; (3) the learning process can be done anywhere and anytime without being limited by time; and (4) Students can be more creative and not depend on lecturers. In addition, based on research that has been carried out by Tathahira (2020), it was found that online learning is a good method in improving students' critical thinking skills.

Besides the advantages, online learning also has some disadvantages. According to Audita (2021), the following are some of the disadvantages of online learning: (1) highly dependent on internet access; (2) Some students become less disciplined; and (3) there are some materials that are difficult to deliver online. In addition, Shandy (2021) also stated that some of the disadvantages of online

learning include: (1) lack of development of communication between lecturers and students and fellow students; (2) many locations do not have a stable internet network; (3) some lecturers and students do not have adequate equipment; (4) internet quota prices that are not pocket friendly; and (5) enabling commercial practices that change educational goals.

B. Definition of EFL Students

English in Indonesia is designated as a foreign language, but has a very important influence on students seeking work and professionals. Therefore, English is set as a compulsory subject in schools and even tested in national exams.

EFL (English as a foreign language) refers to a situation of a student learning English in an environment that does not use English as the main language of communication, for example an English student studying in Indonesia (Indonesia does not use English as the main language). English as a Foreign Language (EFL) is a term to describe the learning of English by non-native speakers in countries where English is not the primary language (Nordquist, 2020). From the statements above, it can be concluded that EFL students are students who study English in a country that does not use English as the dominant language and they use English to communicate with any other English speakers in the world.

English is an international language that is used almost all over the world and has even become the main language in communication between nations in the world. Along with this increasingly modern era, English has become one of the

necessities that cannot be replaced. Therefore, English lessons are a field of study that must be studied at every level (Dadang, 2015).

Learning English is learning all things related to the English language. Sinatra (2018) stated that learning English in the classroom is expected to be able to develop students' knowledge and skills in using language in acts of communication that involve four language skills, namely listening, speaking, reading, and writing.

In learning English, student engagement is an important factor in the success of student learning. According Gomez, Kraly, Guo, and Jeong (2022), EFL students indicated their level of engagement in all three categories of engagement, namely behavioral, emotional, and cognitive engagement. Behavioral engagement leads to participation and learning that includes academic, social, and extracurricular activities. Emotional engagement refers to the level of emotion (like or dislike, agree or disagree) towards lecturers, classmates, schools, and academics. While cognitive engagement leads to the completion of students' academic assignments and monitoring their own study habits (Amin & Zulfitri, 2022).

C. Challenges of Online Learning

All changes that occur due to the transition of the learning system which is usually done face to face and transferred to the online learning system, become a challenge for all parties in education, especially students. According to Bhuana and Apriliyanti (2021), despite the benefits, online learning remains a challenge for teachers and students, they need to adapt to this sudden change, get used to using

online learning and become familiar with relevant strategies so that learning objectives can be achieved.

Challenges are something that must be solved, so that it becomes our impetus to solve problems (Tysara, 2021). Human resources, facilities, and infrastructure are challenges that must be faced in the implementation of online learning (Ferdiana, et al, 2016). The readiness of human resources, facilities and infrastructure plays a very important role in the implementation of online learning. If the three challenges can support each other, then learning will run optimally.

Learning challenges can be caused by obstacles faced by students in learning (Safiranda, 2021). Obstacles in learning can be divided into two, namely internal and external obstacles (Fauzia, 2014). Internal obstacles are obstacles that come from the individual child itself which includes physical obstacles (physiological) and psychological obstacles. Physical (physiological) obstacles include: vision, hearing, body structure and so on, while psychological obstacles include intellectual (level of intelligence, learning ability, and learning methods), non-intellectual (learning motivation, attitudes, feelings, interests, psychological conditions, and conditions due to sociocultural conditions), and physical condition obstacles.

External obstacles are obstacles that come from outside the individual which includes physical obstacles and social environmental obstacles. Physical obstacles include home, school, equipment, and nature, while social environmental obstacles include family, teachers, community, and friends.

The challenge referred to in this study is the challenge of online learning (whether it's caused by internal or external obstacles) faced by EFL students during the covid-19 pandemic.

D. Experience

Experience is something that has been experienced, lived, and felt which is then stored in memory. Experience is an event that is caught by the five senses and can be obtained when the event has just happened or has been happening for a long time. The experience that occurs can be used as learning and guidance for those who experience it and others (Taya, 2021).

Students can experience experiences covering various aspects, such as in terms of learning, teachers, facilities, and so on (Pahlevi, et al, 2022). For example, the experience of EFL students in learning during online learning, EFL students watch various English learning videos sent by lecturers to improve their listening skills. They will remember the process and become an experience for them.

The experience referred to in this study is everything that is experienced, passed, and felt by EFL students in the implementation of online learning during the covid-19 pandemic.

E. COVID-19 Pandemic

At the end of 2019, a new disease commonly called covid-19 appeared and shocked the whole world. This disease was first discovered in the city of Wuhan, China. Covid-19 is an infectious disease caused by the corona virus. This virus

spread quickly and spread to other regions in China and most countries in the world, including Indonesia (Alodokter, 2022). COVID-19 is caused by a coronavirus, which is a group of viruses that infect the respiratory system. In most cases, this virus causes only mild respiratory infections, such as the flu. However, this virus can also cause severe respiratory infections, such as pneumonia, Middle-East Respiratory Syndrome (MERS), Severe Acute Respiratory Syndrome (SARS), and can even cause death (Biofarma, 2021). In addition, Fadli (2022) also mentioned some common symptoms experienced by patients with COVID-19 infection including fever, cough, fatigue, diarrhea, runny nose, nausea and vomiting, headache, sore throat, and loss of the sense of smell and taste.

The emergence of the COVID-19 pandemic caused tremendous panic for the entire community, as well as destroying all sectors of life. The emergence of the COVID-19 pandemic has forced several countries to implement social distancing policies to prevent the spread of COVID-19. This policy in Indonesia is often called physical distancing, this aims to minimize the spread of Covid-19 (Oktarina, Warsono, Priyadi, & Kismartini, 2021). The social distancing policy means that residents must carry out all activities at home, such as work, study, and worship (Baznas, 2020).

The implementation of this policy has an impact on all sectors of life, one of which is the education sector. Teaching and learning activities are forced to be carried out remotely or online or commonly referred to as online learning. In implementing this policy, many parties are not ready to implement online learning.

Not only readiness that still needs to be improved from this online learning, many people are apparently unable to take part in online learning activities due to the limited ability of the community, many of whom do not have devices that support online learning (Baznas, 2020). The Covid-19 pandemic condition forces policy makers in the education sector to be able to adapt in carrying out the learning process. This is certainly a challenge in carrying out online learning during the covid-19 pandemic.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This is a qualitative research, which aims to obtain information by exploring the values contained in behavior and obtaining information through direct experience and basic understanding. According to Anggito and Setiawan (2018), qualitative research emphasizes understanding of problems in social life based on holistic, complex, and detailed reality conditions. Qualitative research does not use statistics, but qualitative research is more on observing phenomena and examining the substance of the meaning of these phenomena. Usually related to social and human problems that are interdisciplinary, focusing on multi-method, naturalistic, and interpretative (in data collection, paradigm, and interpretation).

Rukin (2021) also mentions that qualitative research aims to explore the meaning of behavior that is behind human actions. Qualitative researchers reveal and explain the fact that there is a comprehensive meaning behind the object under study, which is formed from the interconnectedness of various life values and beliefs, not from extraction or derivation from the context of the overall understanding.

The qualitative research used is phenomenological research, as conveyed by Sugiarto (2015), this research is a type of research that sees and hears more closely

and in detail the explanations and individual understandings of their experiences. This study aims to interpret and explain the experiences experienced by a person in this life. I chose to use this method because the phenomenon under study is a phenomenon that requires the use of deeper observations and observations instead of using numerical or statistical models. This research is intended to learn more about the phenomena that are analyzed directly regarding the attitudes of participants during online learning

B. The Role of Researcher

The role of the researcher in this qualitative research is to plan, collect data, analyze, and finally conclude the research. Creswell (2012) said that qualitative research emphasizes the researcher as a key instrument, meaning that researchers collect data from participants. Based on the opinion, my role as a researcher in this study is that I collect data from participants. I planned this research, created research questions that matched what was needed in this study, then selected participants who had the criteria needed in this study, conducted interview using previously prepared questions and asking new questions to get more in-depth answers from participants, analyzed the data, and finally concluded the research. Therefore, the researcher is the key instrument in conducting this research. To support data collection in the field, I use a mobile phone as a data recording tool.

C. Research Participants

In this study, I chose English education students who study in 2020 and 2021 as participants. This is because at that time learning was transitioned to online

learning which required them to suddenly adapt to the online learning system so that confronts them with various problems that become challenges in the implementation of online learning.

Participants in this study were selected using a purposive sampling technique based on certain criteria. According to Salmaa (2021), purposive sampling is the selection of samples based on a certain characteristic in a population that has a dominant relationship so that it can be used to achieve research objectives. The sample is represented because the conclusions obtained must be able to represent the population (Sugiyono, 2019).

To obtain accurate data, I chose a homogeneous sampling technique in which participants were selected based on the similarity of properties or characteristics of the population (Mahyuni, 2021). This study took 9 participants who are eligible to be participants in this study. These participants are volunteers who meet the requirements and can provide the required information. The criteria that participants must have in this study are English education students who study in 2020 and 2021, and students who experience many problems during online learning.

D. Source of Data

In this study, I explored the types of qualitative data in the form of words and actions related to each focus of the research being observed. Source of data is divided into two, namely primary data and secondary data (Azizah, et al., 2021). Primary data is data obtained directly from participants by researchers, such as data obtained from interviews and questionnaires. While secondary data is data that is

not obtained directly from participants by researchers such as data obtained from government or private institutions.

Sources of data used in this study are primary data as main data and secondary data as supporting data. In this study, the primary data in the form of interview texts were obtained through interviews between researcher and participants. While secondary data in the form of data that is already available and can be obtained by researcher by reading, seeing, and listening.

Sources of data in this study came from participants who could provide information related to their perception of online learning. While the supporting data sources are institutional documents in the form of profiles of the English Education Department and policies issued by the English Education Department during online learning.

E. Technique of Data Collection

The technique of data collection is a way of collecting the data needed to answer the research problem formulation. The technique of data collection is the technique used to collect information or facts in the field (Ramdhan, 2021). From the understanding above, the researcher concludes that the technique of data collection is a method used by researcher to collect the data needed in research. The technique of data collection in this study included interview and document analysis.

1. Interview

The technique of data collection of this study is through interviews. Interviews are conversations conducted by researcher to obtain information from participants. According to Herdiawanto and Hamdayama (2021), interview is a process to obtain information through question and answer between researcher and participants. In this study, the type of interview conducted was a semi-structured interview. A semi-structured interview is an interview method which refers to a series of open-ended questions that have been prepared in advance and allows new questions to arise because of the answers given by participants so that during the session information mining can be carried out more deeply (Hayati, 2021).

In conducting interview, I asked several questions related to research problems, namely about the challenges faced by EFL students in conducting online learning during covid-19 pandemic. Some of the questions asked had been prepared beforehand, but during the interview new questions emerged to explore more in-depth answers from the participants.

2. Document analysis

This research also uses documentation technique as supporting data. Document analysis is a technique of reviewing and processing data from pre-existing documents and supporting research data (Harahap, et al., 2021). The documents is used to collect data and then reviewed.

With this technique, data collection is carried out at English Education Department office. The data taken in the form of institutional documents in the form of profiles of the English Education Department and policies issued by the English Education Department during online learning is implemented. The data were reviewed and adjusted to the data obtained from the interviews. These data are used to prove the truth of the interview results. The use of this technique is only as supporting data from main data on the results of interviews conducted.

F. Instrument for Data Collection

The instrument used in this study was an interview guide. If researcher want to conduct a preliminary study to explore research problems and want to know things in depth from a small number of respondents, interviews are the right technique. This study uses a semi-structured interview technique. It means that the researcher must prepare the questions in advance before conducting the interview, but it also allows new questions to arise while the interview is being conducted depending on the participants' answers which must be explored in more depth (Edi, 2016).

G. Technique of Data Analysis

Qualitative data analysis technique is an analytical technique that focuses on qualitative data. The qualitative data analysis technique analyzes or discusses the concepts of a problem and does not involve data in the form of numbers. The purpose of data analysis techniques is to determine or obtain overall conclusions derived from research data that has been collected by researcher. In addition, data

analysis techniques aim to describe and explain research data, so that they can be understood by others (Salmaa, 2021).

Data obtained from interviews, then collected for analysis and linking the results of these interviews with documentation in accordance with existing theories.

The data analysis technique used in this study is an interactive data analysis technique from Miles and Huberman (2014) who divide the steps in analyzing data into several parts, namely data reduction, data display, conclusion drawing (Hariyanti, 2015).

1. Data reduction

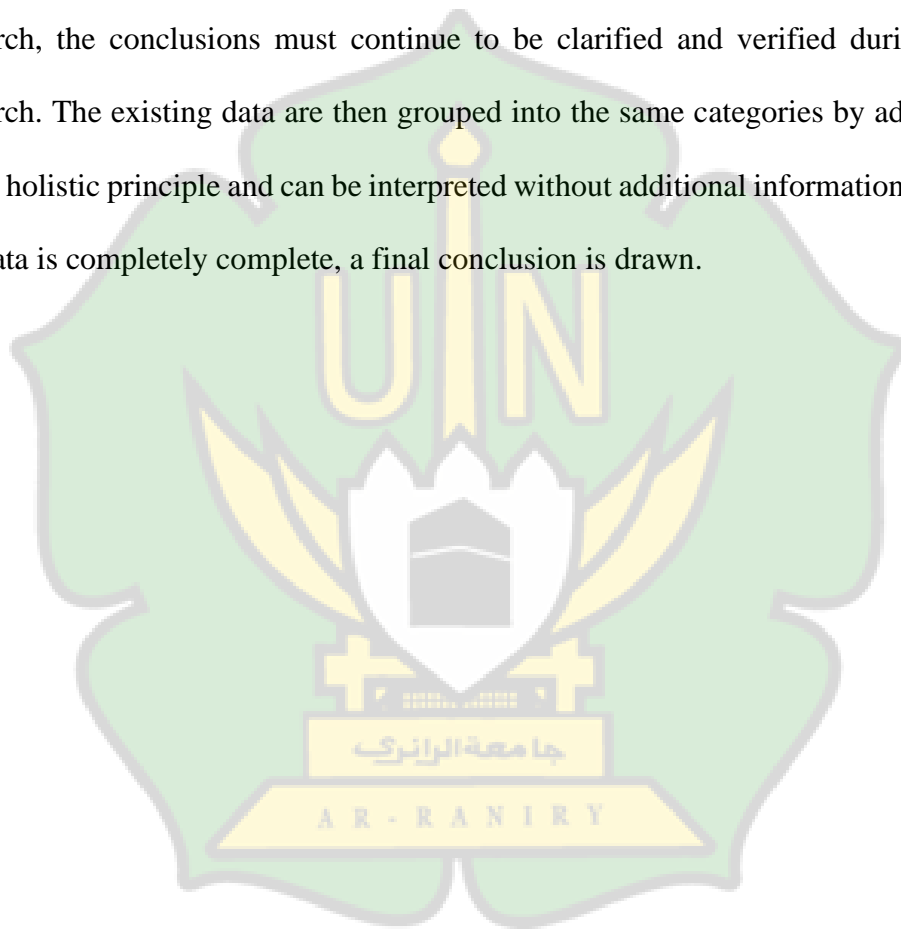
In this step, the researcher summarizes, selects the main points, focuses on the important things, looks for themes and patterns and discards unnecessary ones. The reduced data will provide a clear picture and make it easier for researcher to conduct further data collection, and look for it when needed.

2. Data display

After the data is reduced, the next step is to display the data. Data presentation is done to display data that has been reduced into the same categories. The goal is to make it easier to convey and understand. This will also make it easier for readers to absorb the information contained in the data.

3. Verification or Conclusion drawing

Conclusions are drawn during the research process. Since the beginning of the study, the researcher always tries to find meaning from the data collected. For that it is necessary to look for patterns, themes, relationships, similarities, things that often arise, hypotheses and so on. The conclusions obtained at first are temporary, vague and doubtful, but with the increasing number of data obtained during the research, the conclusions must continue to be clarified and verified during the research. The existing data are then grouped into the same categories by adhering to the holistic principle and can be interpreted without additional information. After the data is completely complete, a final conclusion is drawn.



CHAPTER IV

FINDING AND DISCUSSION

This chapter outlines the findings based on data collection. Structured interview technique was used to collect data in this study. The interview consisted of nine main questions and several supporting questions, the interviews were conducted directly and the researcher wrote the participants' answers into field notes.

The finding aimed to find out the answers of the research questions listed in chapter I. The research questions are; 1) What are the challenges that students faced in online learning? 2) What are the perceived impacts of online learning on students' behavior? 3) How to improve students' engagement in online learning?

A. Introduction

I obtained some points about the answers to the research questions after completing the data analysis on the data collected for this study. In this study, participants were asked to provide answers to questions given by researcher based on their experiences while studying with the online learning system during the covid-19 pandemic. The participants answered well, so I could identify some points based on their answers. Additionally, I also used documentation data to strengthen and prove the truth of the data obtained from the interview.

B. Research Finding

1. The challenges that EFL students face in online learning

Based on the results of interviews conducted by researcher with 9 participants, it was found 5 challenges faced by EFL students in online learning. The 5 obstacles include internet access, learning facilities, motivation, time management, students' readiness.

1. Internet access

Based on the results of interviews conducted by researcher, the challenge faced by EFL students in online learning during the covid-19 pandemic is internet access. All participants convey the same thing that internet access is the main challenge they face in online learning. This is as stated by participant 4 "The internet connection was also sometimes not what we expected". Participant 6 also said the same thing "My obstacle during online learning was the internet network". In addition, participant 7 also gave a statement "Such as the internet network which sometimes has problems, then the supply of internet quota is very large".

From these arguments, it can be concluded that the challenges faced by students include difficulties in getting an internet connection for students who live in locations that have poor internet connections and the use of too much data to access learning resources.

2. Learning Facilities

In addition to internet access, EFL students also face challenges with learning facilities. Based on the results of interviews, 2 out of 9 participants found that they experienced challenges to the learning facilities they needed during online learning. This can be seen from the statement from participant 9 “I also experienced the obstacle include the lack of facilities such as a laptop, while doing online learning I didn't have a laptop so that was very difficult”. The statement is also supported by the statement of participant 3 “ I also faced obstacles with laptop and handphone, not having enough storage to download the applications needed for online learning”.

Referring to the participants' statements, it can be seen that students also experienced challenges in the facilities they needed during online learning, both the availability of facilities and the condition of the facilities.

3. Motivation

Motivation is one of the challenges faced by EFL students in online learning. Based on data obtained from interviews, researcher found 3 of 9 participants who experienced challenges with their learning motivation when doing online learning. It can be seen from the statements of participants 1, 3, and 8. Participant 1 stated “I felt less motivated during the learning process”. Participant 8 also conveyed the same thing as we can see in the following statement “My feeling during online learning, I was less motivated”. In addition, participant 3 also stated “I was boring and not challenged, because students didn't not meet in person and sometimes the

lectures were only given assignments and then gather in the class room, so there was less interaction between students and fellow lecturers”. From the statements, it can be concluded that students feel bored and lack motivation while studying with the online learning system.

4. Time management

Based on the results of interviews conducted by researcher, it was found that time management also became a challenge for EFL students in online learning during covid-19 pandemic. 3 of 9 participants were found to have challenges in managing their time during online learning. This is as stated by participant 9 “I also experienced problems while studying like my parents call me, I couldn't divide my time in doing learning as a student and homework as a child”.

Besides that, participant 1 also stated “During online learning, I like to procrastinate to complete assignments given by the lecturer. I used to think that I could do my assignments later, the important thing was that I submitted my assignments on time, but that often made me stressed when the deadline was approachin”.

From the two statements above, it can be seen that students are impacted by the flexibility provided in online learning. Students become negligent and have problems managing their time in studying.

5. Students' readiness

The results of the interviews showed that at the beginning of the implementation of online learning, students experienced unpreparedness in learning with the online

learning system. 5 out of 9 participants in this study experienced this. This is evidenced from the statement of participant 7 “In the early days of learning, I found it difficult to use these applications, for example using Google Classroom”. Besides the statement from participant 7, participant 8 also stated “An unpleasant experience as we were surprised, we were faced with using new platforms such as Zoom, Google Meet, Google Classroom, Canva, which we had never used before”.

Based on the statements above, it can be concluded that students experience unpreparedness in learning online learning, especially in the early days of learning to use online learning. Unpreparedness experienced by students includes unpreparedness in using technology, facilities, and mental.

2. The perceived impacts of online learning on EFL students' behaviour

After doing the interview on 9 participants, I found several perceived impacts of online learning on EFL students' behavior. Perceived impact is referred as perceived utility or perceived efficacy (Ifinedo, 2017). Based on the results of interviews conducted by researcher, online learning has a positive impact and two negative impacts on EFL students' behaviour. The positive impact is that students are getting smarter in using technology, while the negative impacts are students become more negligent and lazy.

During online learning, students are more accustomed and trained in using technology, they can find out new applications that can be used and know how to use them. This can be proven from the statement of the participant 2 “I also learned more about technology, using various learning applications that I did not know

before”. Also, participant 3 stated “students are more trained in using technology and get new experiences that make students have to be independent in learning”.

Meanwhile, online learning makes students more negligent and lazy. This can be proven from the statement of the participant 2 “But there was also a sense of laziness because the material provided could not be understood, and when I searched on the internet sometimes I could not find anything about the material”. Participant 5 also stated “Feeling lazy and negligent, not understanding the lecturer talking, not understanding the reading that was sent and the absence of an explanation from the lecturer”. Besides the statements from participants 2 and 5, participant 9 also stated the same thing “Because online learning can give students flexible time so that students become negligent”.

From the statements, it can be seen that the perceived impacts of online learning on student behavior are that students are more accustomed and trained in using technology, meanwhile, students also become more negligent and lazy in learning.

3. *Ways to improve students' engagement in online learning*

From the results of interviews conducted by researcher, it can be found several ways to improve students' engagement in online learning. The ways are solutions to the problems EFL students faced in online learning. As previously explained, EFL students experienced several obstacles in implementing online learning including internet access, motivation, time management, and students' readiness.

1. Internet access repair

Based on the findings that have been described previously, in online learning students experienced several obstacles in accessing the internet. The obstacles are caused by various factors including the location where students live sometimes has a bad internet connection. In facing this obstacle, EFL students made several attempts to overcome it. This can be seen from the statement of participant 2 "I encountered some problems such as internet connection, during online learning I had to find a location that had a smooth internet network". Participant 9 also stated "in my village, EXIS sim card network is not good, usually in Banda Aceh I use EXIS while when studying online in my village I have to change my sim card, I have to use Telkomsel".

Then, it is also caused by the large number of using internet quotas so it requires a lot of money to buy internet quotas. Based on the results of interviews, researcher found ways for EFL students to overcome these problems, namely by going to a coffee shop. This can be seen from the statement of participant 6 "Sometimes I went to the coffee shop. There we can use a WIFI network whose network is faster and our internet quota is also more efficient".

From this statement, it can be concluded that several ways to overcome this problem are that students can plan in advance where the location has a good internet network, and use a SIM card that has a good network at that location. In addition, to overcome the problem of internet quota is to go to a place that provides a WIFI network.

2. Preparation of learning facilities

The second challenge experienced by EFL students in online learning is learning facilities. Based on the findings that have been described previously. EFL students experienced problems with the availability and condition of facilities. This becomes a challenge for students who do not have laptops. In addition, it was also found that students experienced inadequate storage problems, so they could not download the applications needed in online learning. Meanwhile, to overcome this problem, researcher found several ways that EFL students did, including borrowing a friend's or relative's laptop and deleting other applications to download applications for online learning. This can be proven from the statements of participant 9 “I also experienced the obstacle include the lack of facilities such as a laptop, while doing online learning I didn't have a laptop so that was very difficult, I had to borrow my friend's or relative's laptop”. In addition, participant 3 also stated “I also faced obstacles with facilities such as laptop and cellphone, not having enough storage to download the applications needed for online learning, I had to uninstall other applications so I could download applications for online learning”.

Based on the statements above, several ways for students to improve their engagement in online learning are by borrowing a friend's or relative's laptop and deleting other applications to download applications for online learning.

3. Increase in learning motivation

One of the challenge experienced by EFL students in online learning is the lack of motivation to learn, they often feel bored, and lazy in online learning. This is caused by several factors including the type of monotonous class activities. To solve

this problem, the researcher obtained information from participants regarding their perceptions of how to improve student's engagement in online learning. From the results of interviews with 9 participants, it was found that an appropriate method was needed to engage students. This can be proven from the statement from participant 5 “I think the best step is for lecturers to always check student attendance, choose methods that can attract students' attention, watch short videos together”. This is also supported by statements from participant 4 “And the way to engage students, the ways are to first give students the material, then after that give assignments to students to discuss, so that all students are engaged in learning”. Participant 8 also stated “There must be standards, for example, how many times should there be virtual classes and how many times should only post material, how many times should there be assignments. So if there is a standard then we know our target”. Participant 8 also added his statement “Then, how to involve ourselves in class by remembering that it is an obligation, there is a responsibility that we must do”.

From the statements above, it can be concluded that several ways to improve student engagement in online learning are by always checking student attendance, setting time standards for learning, using ways that attract students' attention in online learning, such as making discussion sessions, debates or occasionally watching videos together or anything that can get students' attention. In addition, lecturers can also invite students to make a product so that they not only listen, speak, write, and read, but they can also produce a product, such as making short videos. Meanwhile, the way for students to improve their engagement in online

learning is to remind themselves that there is a responsibility that must be carried out as a student.

4. Time management improvements

Based on the findings that have been described previously, time management is also one of the challenges faced by EFL students in online learning. This is due to the flexibility of learning time provided in online learning. The solution that students did to this problem as the researcher obtained from participant 5 “Also, students can also make a certain schedule to be used as a benchmark for time to study, such as a schedule for doing assignments so that we have a target for studying”.

From this statement, one of the ways to improve student engagement in online learning is that students can make a certain schedule as a benchmark for students to study, with these benchmarks, students have more targets when they can play games or do other work and when they have to study.

5. Improving students' readiness

Students readiness is also a challenge faced by students in online learning. EFL students experienced unpreparedness in using new applications in the first days of online learning. Researcher found several ways to overcome these problems as

stated by participant 2 “At first I struggled because I didn't know how to use it, but as the days went by I got used to it because of the demands that required me to learn how to use it”. Besides that, participant 8 also stated “This goes back to adaptation, so I had to learn how to operate the platform”. Participant 8 added “Initially asked a friend. Then, on things that we didn't allow us to explore on our own, such as the application is too sophisticated, then I would ask a friend. However, there were also some lecturers who advise us to see the tutorials on Youtube, and there are also lecturers who took the initiative to give direct tutorials”.

Based on what has been described above, several ways that can be done to improve students' engagement in online learning are: for students, prepare, learn and be more updated on new applications that can be used in learning. In addition, at the beginning of online learning, for lecturer, provide instructions to students in using the application that will be used in class to overcome if there are students who do not understand how to use it.

From the explanations and findings above, it can be concluded that the ways to improve EFL student management in online learning found in this study are: for students, preparing and planning availability and readiness for internet access such as going to a place that provides a WIFI network, planning about the facilities used, reminding yourself that there is a responsibility that must be carried out as a student, making a certain schedule as a benchmark for students to study, preparing and be more updated on new applications that can be used in learning.

For lecturers, checking student attendance, setting time standards for learning, using ways that attract students' attention in online learning, and providing instructions to students in using the application that will be used in class to overcome if there are students who do not understand how to use it.

C. Discussion

The emergence of the physical distancing policy during the COVID-19 pandemic forced the issuance of a policy to shift learning from face-to-face learning that was carried out directly in the classroom to learning that was carried out online or commonly referred to as online learning. The learning transition makes many changes in the education system where learning is carried out from home via a network with the use of information technology that applies suddenly. It certainly makes educators and students. Based on this, students can experience challenges during online learning.

This study is to explore issues regarding the challenges of online learning on the EFL learning process. This discussion is based on the results of interviews conducted by researcher with nine participants. The results of these interviews were analyzed to answer the research questions listed in chapter I. The research questions are; 1) What are the challenges that students face in online learning? 2) What are the perceived impacts of online learning on students' behavior? 3) How to improve students' engagement in online learning?.

Based on the researcher' findings, there are several challenges of online learning faced by students, perceived impacts of online learning on their behaviour, and the ways to improve students's engagement during the covid-19 pandemic.

First is about the challenges of online learning that EFL students faced in online learning. I found that the challenges of online learning that EFL students faced in online learning were internet access, learning facilities, motivation, time management, and students' readiness. Then, I categorized the challenges faced by EFL students into two categories, challenges caused by external and internal factors. Challenges caused by external factors include internet access and learning facilities, while challenges caused by internal factors include motivation, time management, and students' readiness. This is supported by the theory of Fauzia (2014) as described in chapter II, she stated that the challenges of online learning are caused by two factors, namely external and internal factors.

To begin, challenges caused by external factors. First, challenges in accessing the internet. I found that all participants experienced obstacles with internet connection. This makes it difficult for them to understand the learning material because of the intermittent sound due to problematic internet connection. The problem of internet connection is also difficult for EFL students in interacting during learning, both with fellow students and with lecturers. They can't interact freely so that miscommunication often occurs in the classroom. This is in accordance with the statement conveyed by Purba (2016) that in conducting online learning, it must be facilitated with the internet network, because the interaction between students and learning resources is accessed via the internet. In addition,

they also experience problems with internet quotas. Online learning requires a lot of internet quota so that they must provide sufficient internet quota. Students with lower economic conditions have difficulty in this regard.

Second, the challenge of learning facilities. I found that EFL students faced obstacles including not having a laptop or computer so they have difficulty in online learning. They also experience problems with storing laptops, computers, or mobile phones where online learning requires applications that must be downloaded as a medium for online learning. They experience difficulties during online learning because of the existence and condition of the learning facilities. This is in line with the statement submitted by Wijaya (2016) that the existence and condition of the learning facilities can affect the smoothness and continuity of the learning process (Wijaya, 2016). Therefore, the existence and condition of the learning facilities are important factors in online learning, because online learning will not be able to run optimally if there are no facilities such as laptops, computers or cell phones or the conditions of these facilities are not supported.

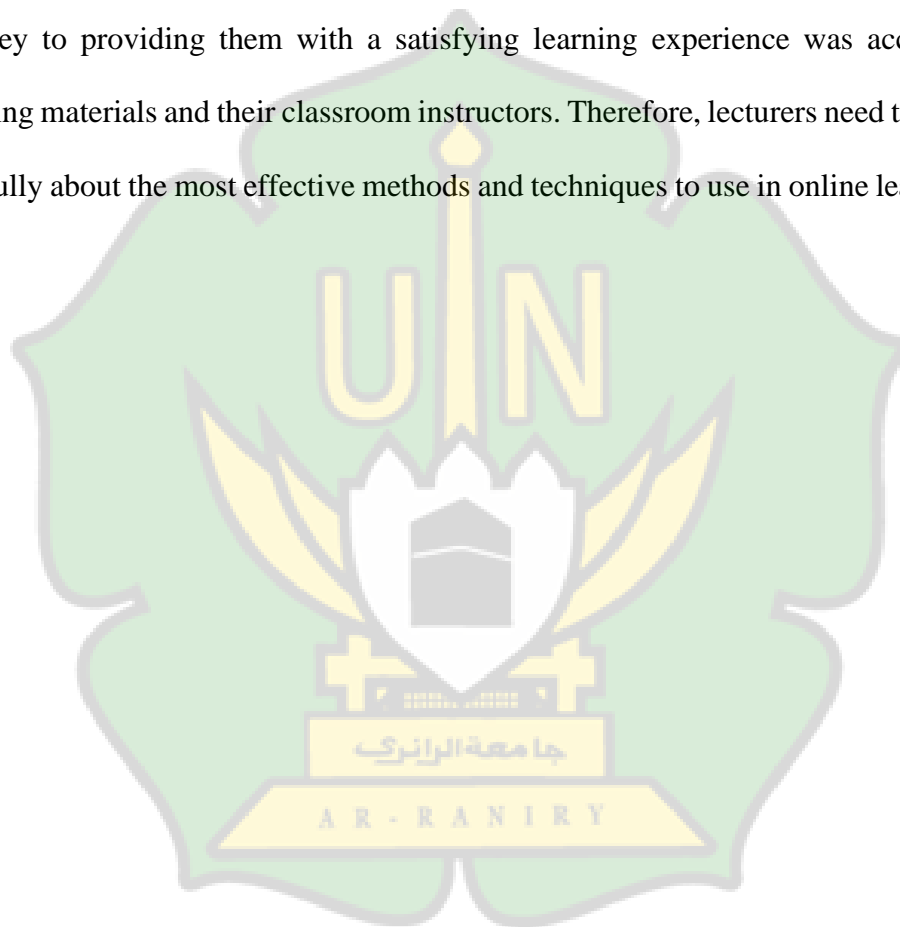
Next, the challenges caused by internal factors. First, the challenge in motivating themselves to learn. In online learning they experience a lack of motivation to learn. Many of them feel bored and lazy in learning because of monotonous learning and limited interaction. Second, the challenge of managing time. During online learning they become negligent and like to procrastinate because of the flexibility provided in online learning. They also find it difficult to divide their time as a student and a child. Finally, the challenge in preparing themselves to use applications that they have never used before. At the beginning

of online learning, EFL students were surprised by the learning system which is usually done directly in front of the class, suddenly it had to be done with online learning through information technology. Students were faced with challenges in using applications that they did not know and they had never used before. During online learning, they must learn to use these applications so that the learning can be carried out well.

Furthermore, as a result of the obstacles faced by EFL students during online learning, it affects their behavior. Based on the findings, the perceived impacts of online learning has a positive and negative impacts on EFL students' behaviour. The positive impact is that students are getting smarter in using technology, while the negative impacts are students become more negligent and lazy. This is the same as statement from Misdar (2021) that online learning has a positive and negative impact on students, namely students become more capable in using technology, meanwhile, students become more lazy and negligent to learn.

There are several ways found in improve EFL students engagement in online learning. The ways to improve EFL students' management in online learning is to resolve the obstacles and provide solutions to the challenges faced in online learning. The ways are: for students, preparing and planning availability and readiness for internet access such as going to a place that provides a WIFI network, planning about the facilities used, reminding yourself that there is a responsibility that must be carried out as a student, making a certain schedule as a benchmark for students to study, preparing and be more updated on new applications that can be used in learning. For lecturers, checking student attendance, setting time standards

for learning, using ways that attract students' attention in online learning, and providing instructions to students in using the application that will be used in class to overcome if there are students who do not understand how to use it. This is corroborated by research conducted on students' perceptions about face-to-face learning and virtual learning (Yusny, et al, 2021). Research participants stated that the key to providing them with a satisfying learning experience was access to learning materials and their classroom instructors. Therefore, lecturers need to think carefully about the most effective methods and techniques to use in online learning.



CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents conclusions and recommendations. Conclusions are concluded based on data analysis from the data that has been collected. Furthermore, the recommendations are made to enhance future studies on this topic.

A. Conclusion

This research focuses on the challenges faced by EFL students in implementing online learning during the covid-19 pandemic. Based on the findings and discussion presented in the previous chapter, I found that students faced several challenges during online learning. These challenges are caused by the problems they face and those problems they must overcome so that their learning can run well.

The challenges faced by EFL students during online learning are divided into two categories, challenges caused by external and internal factors. Challenges caused by external factors include internet access and learning facilities, while challenges caused by internal factors include motivation, time management, and students' readiness. Also, as a result of the obstacles faced by EFL students during online learning, it affects their behavior. The perceived impacts of online learning on students' behavior are that students become more capable in using technology, but also become more negligent and lazy in learning.

The ways to improve EFL student management in online learning is to resolve the obstacles and provide solutions to the challenges faced in online learning. The ways in which EFL students increase their involvement in online learning are: for students, preparing and planning availability and readiness for internet access such as going to a place that provides a WIFI network, planning about the facilities used, reminding yourself that there is a responsibility that must be carried out as a student, making a certain schedule as a benchmark for students to study, preparing and be more updated on new applications that can be used in learning.

For lecturers, checking student attendance, setting time standards for learning, using ways that attract students' attention in online learning, and providing instructions to students in using the application that will be used in class to overcome if there are students who do not understand how to use it.

B. Recommendation

This research can provide information about the challenges faced by EFL students in implementing online learning during the covid-19 pandemic. This can be used as a reference for finding solutions to the challenges of implementing online learning for EFL students.

I have several recommendations that can be used as a reference for students, lecturers, universities, and next researchers. For students, students are expected to keep trying to maximize their learning despite facing some obstacles. Students can overcome the obstacles by familiarizing themselves with the online learning system and determining the best approach for them. For teachers, it is expected to improve

their teaching system. Lecturers are expected to choose the best approach according to the needs of EFL students. For universities, it is expected to provide training to lecturers, especially training on the use of technology used in online learning. For future researchers, I hope that this can be used as a reference for conducting research related to the challenges of online learning faced by EFL students.



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APPENDICES

APPENDIX A

Appointment Letter of Supervisor


SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 14353/Un.08/FTK/KP.07.6/11/2022

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

DEKAN FAKULTAS TARBİYAH 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-14072/Un.08/FTK/KP.07.6/10/2022** 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 **28 Maret 2022**

MEMUTUSKAN

Menetapkan : **PERTAMA** : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-14072/Un.08/FTK/KP.07.6/10/2022** tanggal **21 Oktober 2022**

KEDUA : Menunjuk Saudara:

1. Prof. Dr. T. Zulfikar, M.Ed. Sebagai Pembimbing Pertama

2. Habiburrahim, M.Com., M.S., Ph.D. Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : **Ratri Wulandari**

NIM : **180203187**


Program Studi : **Pendidikan Bahasa Inggris**

Judul Skripsi : **The Challenges of Online Learning during Covid 19 Pandemic: An Experience of EFL Students**

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 Genap 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: 01 November 2022
Dekan,

Saiful Mujib

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);

2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;

3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;

APPENDIX B

Interview Protocol

Project : The challenges of online learning that EFL students faced during Covid-19

Place : Banda Aceh

Interviewer : Ratri Wulandari

Interviewees : RJ, NAA, RM, ONS, WNI, RMD, MR, DF, DNA

This study at to find out the challenges of online learning that EFL students faced during Covid-19. Data collection is carried out with semi-structured interview. Interview results are used only for research purposes in order to protect the confidentiality of informants based on informed consent. During the interview, the interviewer asked nine questions that had been prepared in advance and some supporting questions about how the experience of EFL students in learning with the online learning system during the covid-19 pandemic was. The interview process will take about 10-20 minutes.

The point discussed in this study are:

1. The challenges that students face in online leaning
2. The perceived impacts of online learning on students' behavior
3. The ways to improve students' engagement in online learning

APPENDIX C

Interview Questions

1. What was your experience with online learning as an EFL student?
2. As an EFL student, how did you feel during online learning?
3. Did you experience obstacles during online learning? If yes, please state.
4. What were the factors that cause difficulties in learning English during online learning?
5. Based on your experience, what were the impacts experienced by EFL students during online learning?
6. In terms of learning experiences, which one is better offline or online learning? What aspects and why?
7. During the online learning, what did you like and didn't like? How to engage students in teaching and learning process in online learning?
8. How to improve students' engagement in online learning?
9. If given a choice, online or traditional learning, which one do you prefer to do in the future? Why?