

**Analysing Students' Obstacle in Developing English Ability
during Covid-19**

THESIS

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2023 M/1444 H

APPROVAL LETTER

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

In Partial Fulfillment of the Requirement for
The Bachelor Degree of Education in English Language Teaching

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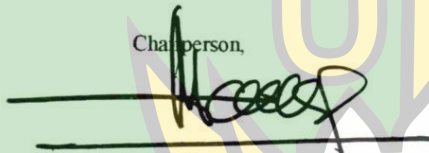
It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On:

Monday, 03 July 2023
14 Zulhijjah 1444 H

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Board of Examiners.

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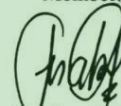
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Analysing Student' Obstacle in Developing English Ability during Covid-19

adalah benar benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 07 Juni 2023

Saya yang membuat pernyataan,

Muhammad Abdan Syukra

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Most Gracious and the Most Merciful. *Alhamdulillah*, all praises be to Allah, the Almighty and the Sustainer, for his blessings and mercies. Allah always guides and gives me health, strength, and passion in completing this thesis. Peace and salutation to the prophet Muhammad SAW, his family, his companions, and his faithful followers until the day of judgement. The completion of this thesis is not apart from the helps, support and encouragement of numoreous people, institutions, colleagues and friends.

In writing this thesis, a lot of people have provided motivation, advice, and support for me. In this valuable chance, I intended to express my gratitude and appreciation to all of them. First, my greates gratitude to my first supervisor Prof. Dr. Muhammad AR, M.Ed for the precious time, her supervision, advice, guidance, and encouragement is given to me from the very early stage of this study. My deepest gratitude also goes to my second supervisor Nidawati, S.Ag., M.Ag who has helped me patiently finishing this thesis by giving a suggestion, guidance, support, and correction until the completion of this thesis. Besides, I would like to express my deepest appreciation to my head of department all the lectures and staff in the English Education Department of UIN Ar-Raniry for their support, knowledge, and information during my study in this department.

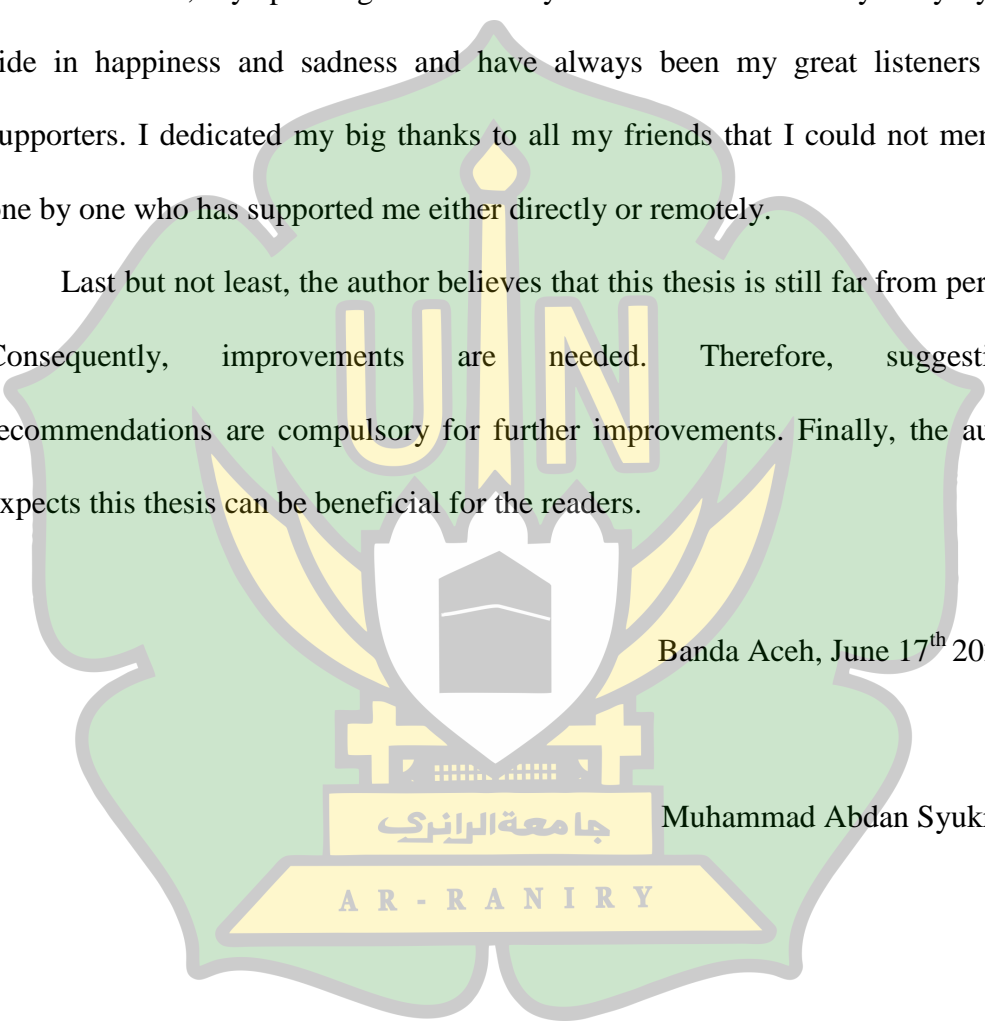
My special appreciations are highly dedicated to my beloved parents and my sisters for the great kindness, endless love and everlasting support both financial and moral. Thanks for everything I cannot describe how much I am grateful to have you all in my life.

Moreover, my special gratitude to my best friends who always stay by my side in happiness and sadness and have always been my great listeners and supporters. I dedicated my big thanks to all my friends that I could not mention one by one who has supported me either directly or remotely.

Last but not least, the author believes that this thesis is still far from perfect. Consequently, improvements are needed. Therefore, suggestions, recommendations are compulsory for further improvements. Finally, the author expects this thesis can be beneficial for the readers.

Banda Aceh, June 17th 2023

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ABSTRACT

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Keywords : Students' Obstacle; COVID-19; Qualitative Research

The COVID-19 pandemic has an impact on many parties, this condition has penetrated in the world of education, especially in English language as one of the communication's tools. Therefore, in this study the researcher observed the problems and obstacles for learners gaining English language skills throughout the COVID-19 pandemic. The objectives of the research were to identify the students' obstacle in developing English ability during Covid-19 epidemic. The researcher used qualitative approach, it was an interview as study's instruments in research design. The total number of the participants were 10 English students year of 2018. The analysis procedure was done by using Miles and Huberman theories which was data reduction, data display, and drawing conclusion/verifications. The conclusion of this study was the online teaching-learning process incorporates a number of methods, including cognitive, metacognitive, cooperative, social, and affective strategies, and the majority of students face certain challenges when using it. This was a result of prior knowledge and a lack of enthusiasm, as well as being untrained in pre-teaching learning and haphazardly challenging the rules in the classroom, which also affected the understanding of technology. Additionally, the lack of support from the school for the law led to an ineffective teaching-learning process that required more work from the students and the lecturer to provide testimony during the interview, making gaining an adequate understanding time-consuming and costly.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher provides a brief explanation of the reasons for conducting this investigation. The research's objective, which is based on the research questions, is covered in this chapter. Additionally, this chapter specifies some terms related to the study's title.

A. Background of Study

Since the COVID-19 pandemic has affected so many people and entered the educational system, the federal and regional governments have implemented regulations that require closing all educational institutions. In an effort to stop COVID-19 from spreading, this is done. It is hoped that no activities will be conducted at any educational establishments. As per customary, this can lessen the COVID-19 disease's spread. Moreover, various countries have been exposed to this COVID-19 disease. Anugrahana (2020) said that a lockdown or quarantine is implemented in an effort to limit the interaction of several individuals who could facilitate the transmission of the corona virus. Due to this, several nations, including Indonesia, have adopted rules that have shut down all educational activities, compelling the government and other relevant institutions to provide students who cannot complete the educational process in any kind of institution with other educational opportunities. The alternative process to boost education's improvement in human life during pandemic by applying E-learning or online learning.

Online learning, often known as e-learning, is a media to support education rather than a substitute for it, according to Arsyad (2011). A new paradigm is created by the use of e-learning as a distance learning medium, one that emphasizes the importance of students acting as "active participants" and teachers acting more as "facilitators" in the teaching and learning process. As a result, although students must actively participate in the learning process, teachers must develop effective teaching strategies and engaging teaching materials. Additionally, online learning is frequently referred to as being "in the network" or "online". One of the ways to address issues and make it simpler for students to access learning resources is to adopt an online learning system. According to Riyanda, Herlina, and Wicaksono (2020), virtual learning (online) allows for a variety of activities, such as peer communication and content discussion.

According to Chitra and Raj (2018), E-Learning has 3 main types, namely;

- 1) Text Driven, where the learning material is still simple in the form of text, images, audio and questions.
- 2) Interactive, which is actually not much different from the previous type, is a type that in its application emphasizes interactive things such as diagrams, graphics or tables to increase enthusiasm for learning and
- 3) Simulation, is online learning which is much more interactive because it involves simulation. illustrated as if there were 3D elements in it. Hence, the researcher finds out that online learning certainly has significant differences with face-to-face learning, both in terms of delivery by the teacher, learning atmosphere, distance and even in terms of motivation and absorption of students.

Despite the differences between online and offline learning, learners can continue to enhance their comprehension skills, particularly their English language skills.

Saleh (2017) stated that English skills such as listening, speaking, writing and reading play an important role in education. English has evolved in the fields of technology, science, and information, and it is no longer foreign to us. It has even become a language that all people should be proficient in because, as a global language, it requires serious consideration in language instruction. As a result, pupils themselves may be reluctant to learn at home and encounter challenges.

Additionally, when viewed in terms of the requirements that must be possessed by students, the students' position as adults who have high independence in general, they must be able to carry out the application of online learning to improve English language skills well. In fact, when COVID-19 broke out, its impact had a big effect on education at all levels, including education for children. It can be seen from the aspect of independence and motivation, online learning may not be appropriate for children, especially if the availability of assistance is extremely not working at all (Doucet, et al 2020). As can be observed, there must be problems and obstacles for learners gaining English language skills throughout the COVID-19 pandemic. Obviously, this may have a detrimental effect on their educational environment. As a result, the researcher needs to figure out how the students' perspectives in English department related to the problems they had while learning English, and what impact they had each of them, both positively and negatively.

Furthermore, there was a research entitled “Attitudes and Challenges Towards Virtual Classes in Learning English Language Courses From Students' Perspectives at Taibah University During COVID-19 Pandemic”. According to Ta'amneh (2021), learners' attitudes regarding EFL virtual classes, as well as the obstacles they confront while taking such classes. Students' sentiments toward the use of EFL virtual classes tended to be positive and reached the standard limit after utilizing a statistical descriptive analytical method to achieve this goal. During the COVID-19 pandemic, students opt to take EFL virtual lessons. They also agree that virtual classes assist them in achieving academic success. Students confront numerous problems while gaining access to EFL virtual courses, according to the findings. The most common and least common barriers are separated into two categories. During a crisis, the researcher advises curriculum designers and decision-makers to remove any hurdles that can discourage students from using online learning and EFL virtual classrooms. Then, this study took place in Taibah University, Arab Saudi.

In light of the preceding study, the researcher is interested in undertaking a study titled “Analysing Students' Obstacle in Developing English Ability during Covid-19”. Thus, UIN Ar-raniry Banda Aceh would be a research place in this study. The researcher observed the problems and obstacles for learners gaining English language skills throughout the COVID-19 pandemic. As stated before, the 2018 English Language Education Department students who experience resistance and obstacles when using their English abilities on a daily basis, particularly when learning at home, are the study's subjects.

B. Research Question

In this study, the research question is what are the students' obstacle in developing English ability during Covid-19?

C. The Objective of Study

The researcher must delve deeply into the study's objectives in this phase. Based on the aforementioned formulation, the study's goals are to identify the students' obstacle in developing English ability during Covid-19 epidemic.

D. Research Significance

The results of this study should, in theory, be useful to teachers, students, and other researchers. As explained below:

1. For teacher, it can develop teachers' creativity in online learning process and can create the best problem solving that appears in teaching and learning process especially about English abilities.
2. For student, it can be a good way of learning English by using another method, also increase their participation towards teaching and learning process during the pandemic.
3. Furthermore, for other researchers, the result of research will give lots of information about what are the challenges and obstacles experienced by students during online learning.

E. Research Terminology

a) Students' Obstacles

During the learning process, someone must students have difficulty in the admission process. The cause of the difficulty is due to the emergence of obstacles both from outside and inside of students. Students who have learning difficulties caused by intellectual factors, generally do not succeed in mastering concepts, principles and algorithms even though students have tried in studying it. Students who have difficulty abstracting, generalizing, deductive thinking and remembering concepts or principles will create that math is difficult. Thus, some of students too will have difficulty in solving applied problems or about the story. In addition, there are also students who experience limited difficulty in certain material, but find it easy if they want in other materials (Efron, 1969).

b) English Skills

There are two types of English skills: receptive skills and productive skills. While productive skills comprise speaking, reading, and writing abilities, receptive skills include listening and reading abilities. The process of learning English requires the development of both receptive and productive skills (Dewi, 2016). Richard (2008) asserted that in order to enhance speaking abilities.

On the other hand, listening is a crucial skill in the acquisition, according to Brown (2004). Students should not undervalue it because, with lots of practice, they will become more proficient in language learning, especially in an academic setting. Writing, on the other hand, is a part of a larger activity where the

emphasis is on anything else outside writing, such language practice, acting out, or speaking (Lightfoot & Harmer, 2007). Additionally, when taking the IELTS, TOEFL, and other English examinations, reading will be one of the skills that will be evaluated. Additionally, reading is a very useful skill in daily life, particularly when students are looking for information in a book or an English article.

c) COVID-19 Pandemic

Coronavirus Disease 2019 (Covid-19) originating from Hubei Province, China has become a worldwide pandemic to date. A pandemic is a disease that spreads in various countries around the world together (Roxby, 2020). According to Atmojo and Nugroho (2020), online learning or better known as online learning is defined as: learning carried out remotely with the help of electronic devices, such as tablets, smartphones, laptops, and computers that require an internet connection. Before the Covid-19 pandemic hit Indonesia, the online learning system is still rarely used so that when school or college is required to do online learning, many parties are not ready; whether it is educators, students, or parent. Educators who do not master technology will have difficulty providing explanations and explanations the material well so that they only give assignments or homework to students.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher provided a review and definition of theories from earlier investigations. English proficiency, online learning tactics, and difficulties encountered with online learning are all covered in this chapter.

A. The Four English Skills

English is one of the international languages which most studied and used in communication between nation. Crystal (2003) stated that the role of English as a global language involves four basic English abilities that the learners' must comprehend and understand correctly namely speaking, listening, reading, and writing. Those terms would be discussed as below:

a. Speaking

Smith (2009) stated that speaking in general can be understood as the act of conveying one person's intentions (ideas, thoughts, and innermost feelings) to another through spoken language so that the other person can understand what was said. Experts proposed a certain interpretation of its meaning. Speaking is the act of articulating sounds or words in order to state and express ideas, feelings, and thoughts. A person's ability to verbally express their desires and views to others is known as their speaking ability in English. The goal is to improve speaking skills, enrich the use and pronunciation of vocabulary, improve order language, perfecting speech vocabularies, sentences English, and train your hearing so it's easy to catch interlocutors.

Furthermore, speaking skill is essentially a skill reproduce the current articulation sound system to convey wants, needs, feelings and desires of others. It also means, one's completeness is a natural requirement which supports the production of a wide variety of sounds articulation (Philipsen, 1976).

In additional, Nunan (1989) believed that effective speaking skills are the act of producing words that listeners can understand. It is the single most critical aspect of learning a second or foreign language and the ability to perform a conversation in the language is measured in terms of performance. Unlike written language, the spoken language consists of brief, sometimes fragmentary pronunciations.

b. Listening

Hamouda (2013) proposed that listening skills for an activity or activity that the first thing children do when they see or acquire skills listening in language. Before children can speak, read, let alone writing, the active activity that children do is listening. Listening is a complex skill, which begins with the process of listen, understand, evaluate and respond. Reading is the receptive skill in the written style, whereas listening is the receptive skill in the oral mode. Conversely, speaking and writing are useful talents. Speaking is done in oraf mode while writing is done in written mode (Harmer, 2007).

Hamouda (2013) also explained that there are three dominant factors in listening. First, factor intentionality seems clear and real. Second, the understanding factor must exist and also clearly visible. Third, the assessment

factor can appear significantly anyway. Listeners also play an active role in the teaching and learning process both in monologue or dialogue. In the dialogue the listener's reaction is more visible and also will be the speaker. It is believed that listening is fancifully viewed as a difficult, collaborative process in which listeners participate in a very dynamic creation of meaning. Foreign language learners need to grasp it since they have a tendency to change words to fit their ideas in order to understand the material.

c. Reading

Reading is a challenging task that involves several discrete acts, such as the use of comprehension, creativity, observation, and memory. Reading is a mental and physical activity that can become ingrained in one's routine (Curtis, 1980). Reading is mostly done to seek for and acquire information, including content, and to comprehend what it means to read. So closely tied to the intended use or the reader's careful reading. It means, in reading activities in class, the teacher should setting the purpose of reading by providing appropriate specific objectives or help students set reading goals by providing specific goals appropriate or help students set their own reading goals (Bell, 1994).

d. Writing

Harmer (2007) stated that writing has been widely regarded as a very important skill in teaching and learn English as a Second Language (ESL) because it is a comprehensive skill which helps strengthen vocabulary, grammar, thinking, planning, editing, revising and other elements. Because everything is connected,

writing aids in the development of all speaking, listening, and reading abilities. Writing ability is a rare talent that enables writers to meaningfully convey their thoughts in words and engage with the message in their minds. Writing is a crucial component of a broader activity when the main emphasis is on something else, such as speaking, acting, or language exercise.

On the other hand, writing is a textual representation of language media through the use of a set of signs or symbols. Some people think that writing is hard. Everson, (1991) believed that writing requires the ability to create your own words and ideas, but it also requires the ability to criticize them to explain which one to use.

B. Online Learning or E-Learning

According to Dabbagh and Ritland (2005) stated that bold learning or online learning is an open and distributed learning system using pedagogical tools (tools) educational aids), which is made possible through the internet and network-based technologies to the formation of learning processes and knowledge through actions and interactions. In line with this, Keegan (1993) told that online learning is the result of the separation of technology between teachers and students, who get students from an activity to "somewhere", "at a time", to meet with another person or someone, to learn. Online learning is discussed by any kind of terms namely: 1) The separation between teachers and students that distinguishes it by method face-to-face education. 2) The use of computer networks or the internet to present or distribute educational content. 3) Providing

two-way communication through computer networks so that students can benefit from communication between each other and communication with instructors/lecturers.

According to Ullah and Khan (2017), online learning can be delivered in two ways: synchronously and asynchronously. Online learning that is done or implemented simultaneously is known as synchronous learning. It enables online communication between teachers and students in real time. In essence, this kind of online education is quite similar to classroom instruction. However, the course is online and makes use of internet-connected tools or media. The instrument of learning is used in real time, such as instant messaging apps or conference apps videos (Zoom, Google Meet, Skype, etc.) that enable students and teachers to ask and answer questions immediately and synchronously (in a timely manner) concurrently).

Additionally, according to Setiawardhani (2003), Online learning, also known as networked learning, computer-assisted learning, or virtual learning, has been around since the 1970s, when all of these words were grouped together under the general heading of e-learning. E-learning, which is short for "Electronic Learning," was the original idea. It altered where the general public is now more familiar with what the letter "e" should stand for when it should mean "electronic." (Hendrastomo, 2008). Hence, in truth, online learning can simply be aimed at a concept of learning and teaching activities that depend on the existence of media and networks in carrying it out to make it easier access for students.

According to Anderson (2008), Online learning or E-learning model is divided into five general models namely:

1) Adjunct Model

The Adjunct Model is a face-to-face learning model in the classroom where electronic media is only used as a learning support. This model is also known as the traditional plus model where the conventional learning model uses electronic media as a learning support. Electronic media is only made optional when learning resources cannot be provided. For example the use of the Electronic Laboratory Simulation Program in chemical bond experiments because chemical bond explosion experiments are too dangerous.

2) Fully-Online Model

The Full Online Model, also known as the Fully Online Model, is the next model in which all learning is done online. Distance learning refers to a methodology in which teachers and students do not physically interact and remain in their respective locations. The Learning Management System (LMS) program and system, whose function it is to transform the traditional classroom learning process into digital environments, is used by the Fully Online approach. The rule of sticking to only face-to-face learning models is enforced in class for things like entry time, absences, exams, interactions like group work and discussions, and assessments. Additionally, classrooms are equipped with conference systems that enable face-to-face meetings between instructors and students.

3) Blended-Learning model

The blended learning concept combines face-to-face instruction in the classroom with online study to create a hybrid approach to education. The Construction-Confirmation type and the Confirm-Construction type are the two categories into which this method is typically split. The construction-confirmation model is implemented by knowledge construction in the classroom, where educators predominate as the knowledge source, and confirmation outside of the classroom through online methods. This technique is frequently employed for fat materials and calls for a variety of specialized knowledge, including laboratory-based training found in health and medical courses. It implies that pupils acquire knowledge outside of the classroom and then verify it there. The purpose of this confirmation is to ensure that the learning process is carried out properly outside the classroom and from valid sources.

4) Web-Based Learning

Website-based learning is learning that is done online using a network and a learning management system. This task is completed remotely or through distance learning. Through the LMS, both synchronous and asynchronous methods are used to carry out the complete communication process between instructors and learners. The network and LMS system are absolutely necessary for this learning. Moodle, which is open source and allows for self-hosting, is the most popular LMS in Indonesia.

5) Computer-Based Learning

A computer is used during the computer-based learning process. Students work individually on educational tasks on their personal laptops. This is frequently carried out in computer-based courses or as part of high school computer practica. The instructor's job is to create a learning system or program for a CPU, and it is the students' job to finish the tasks in the application. Because the objectives have been thoroughly established and the feedback facility is not provided, the interaction of computer-based learning is practically nonexistent.

C. Online Learning Strategies

There are various different teaching and learning strategies, but the pandemic has shifted the focus from traditional classroom settings to fully online learning environments, which includes blended learning, collaborative learning, the flipped classroom approach, breakout sessions, and scaffolding (Hakim, 2020). Ria (2021) defines a strategy as a means, tactic, or method of achieving a goal; in this case, it is instructing pupils to meet their learning objectives. Even though there are many challenges in implementing online teaching and learning (such as a lack of an internet connection and access to learning resources), Lederman (2020) claims that COVID-19 has encouraged both teachers and students to embrace the digital experience of academics (Agung, 2020). According to a study, students had a favorable assessment of the usefulness of online learning during the epidemic (Yildiz, Cengel, & Alkan, 2020). Further

investigation looked at the significance of online learning and studied the benefits, drawbacks, challenges, and potential of online learning in the context of the worldwide epidemic (Mahyoob, 2020). The report also includes some suggestions for dealing with the difficulties of online learning during epidemics and natural disasters.

Around the world, there have generally been three generations involved in the development of online learning. The first generation mostly consisted of text-, image-, and audio-based online PPT courseware. The second generation was built on courses from MOOCs or SPOCs that included short videos, exercises, and assessments. The third generation of online instruction involves synchronous communication between teachers and students during instruction and learning. Online live education, which is a third-generation new educational format, has been gaining popularity across the country, particularly during the COVID-19 pandemic. Teachers and students in synchronous online classes are no longer content with static teaching strategies like taking online quizzes and watching videos.

They are exploring new, more direct, intuitive, and interactive learning methods. Online systems like Tencent Conference, Zoom, Wechat, QQ, and others are used by teachers to conduct synchronous online instruction. The old static online learning model of watching course materials or video lectures is broken by synchronous online teaching, which realizes simultaneous interaction between teachers and students. In synchronous online instruction, instructors can flip the classroom or provide a lecture, and students can participate in discussions,

share ideas, and communicate with other students and instructors in real time. Teachers are able to simultaneously monitor pupils' learning and assess the results of their learning in this way. However, network congestion or jams are the synchronous online teaching method's most obvious drawback because they directly affect how smoothly it operates.

Additionally, since English is not students' native language, Alasmari (2021) asserts that the difficulties faced by EFL students may become more severe. Due to Covid-19, innovative and creative teaching in online classes is more important than ever. An increasing number of studies have attempted to evaluate the teaching strategies, either quantitatively or qualitatively, but none have analyzed the results through literature review. This is because of the difficulties that teachers and students face as a result of the abrupt transition from traditional to online classes. Therefore, the purpose of this study is to inform researchers, educators, and teachers about the most recent and efficient teaching methods.

D. The Challenges Faced by Students in the Learning of English Skills during COVID-19 Pandemic

Students' lack of confidence and communication through virtual lectures has made speaking and pronouncing words correctly much more challenging. Because they are shy, reluctant, and frightened of making mistakes, students have difficulties expressing themselves. They frequently lack adequate vocabulary and practice, making it difficult for them to speak English fluently (Syafiq,

Rahmawati, Anwari, & Oktaviana, 2021). E-learning, unlike traditional classrooms, restricts peer interaction. Peer interaction in English sessions, according to Hernandez & Flórez (2020), is insufficient for students to practice their skills. Although the teacher engages ESL students in exciting and fun activities that encourage them to talk in class, it is more challenging in the online form since not all students are familiar with E-learning, and it is even more difficult for the teacher to comprehend feedback from inactive students. As a result, during the COVID-19 epidemic, learners are frequently placed in situations where they must learn the language on their own, making it difficult for them to comprehend and overcome these problems.

Students' motivation to learn English is influenced by psychological variables (Sison & Bautista, 2021). The lack of effective touch with instructors is a significant issue with e-learning. Learners require two-way communication, which can be challenging. In such situations, students are demotivated to learn since they are continuously exposed to computers (Toquero, 2020). They rarely have time for e-learning since exploring their perspective of the material takes too long. Even if e-learning is a difficult work, it necessitates activities such as recording, reading, memorizing, and using online-based learning media, particularly for English Oral Presentations or speaking exams. This is a circumstance in which learners must adjust fast; more precisely, it is a situation in which emergency learning is required.

In addition, students who are unable to adjust owing to a poor understanding of the subjects they are studying, particularly English, are unable to

turn in assignments on time due to a lack of Internet access and are unable to complete them, and the worry of losing grades raises stress levels. students (Aboagye, Yawson, & Appiah, 2020). As a result, individuals lose interest in learning and drive to do so. Some students say that they do not have a conducive learning environment at home, and that being compelled to do housekeeping during the lockdown has harmed their studies and made them despondent and disheartened.

E. Previous Studies

There is some previous research written by Ta'amneh (2021) with the title "Attitudes and Challenges Towards Virtual Classes in Learning English Language Courses From Students' Perspectives at Taibah University During COVID-19 Pandemic". This study highlights the importance of the fact that it finds and highlights student attitudes towards the use of EFL virtual classrooms. In fact, learning is important because the increased awareness of the EFL virtual classroom is directly reflected in the policies and vision of higher education in general and Taibah University in Saudi Arabia in particular. Taibah University offers significant importance to encouraging administrative staff, instructors and students to apply online learning at every step they make. Not only that, this study aims to determine students' attitudes towards the use of online learning during the COVID-19 pandemic.

Moreover, a research conducted by Ying, et.al (2021) with the title "The Challenges of Learning English Skills and the Integration of Social Media". In the

research discussed that majority of ESL students are still trying to improve their English speaking skills. Since implementation of the COVID-19 lockdown, e-learning has become worldwide famous solution. Students and educators need more time to adjust to online teaching and learning as most of them explore new technical innovations and strategies to use in the classroom. Consequently, the study includes a review of the literature on the challenges of ESL learners encounter in learning speaking skills, as well as the use of social media and video conferencing tools.

Furthermore, there was a research entitled “The Challenges of Learning English Skills and the Integration of Social Media”. Ying, Siang, and Mohamad (2021) explained that the unexpected closure of all learning institutions during the COVID-19 epidemic has led English as a second language (ESL) learners to have considerable difficulties learning English, particularly for speaking skills. Speaking is one of the most crucial talents to master because it is the primary mode of communication around the globe. Most ESL students, on the other hand, are still working to enhance their English speaking abilities. E-learning has become a well-known solution internationally after the adoption of the COVID-19 lockdown. Because most educators are experimenting with new technological breakthroughs and tactics to employ in the classroom, learners and educators will require more time to acclimatize to online teaching and learning. As a result, this research covers an assessment of the obstacles that ESL students encounter in learning speaking abilities, as well as the usage of social media and video

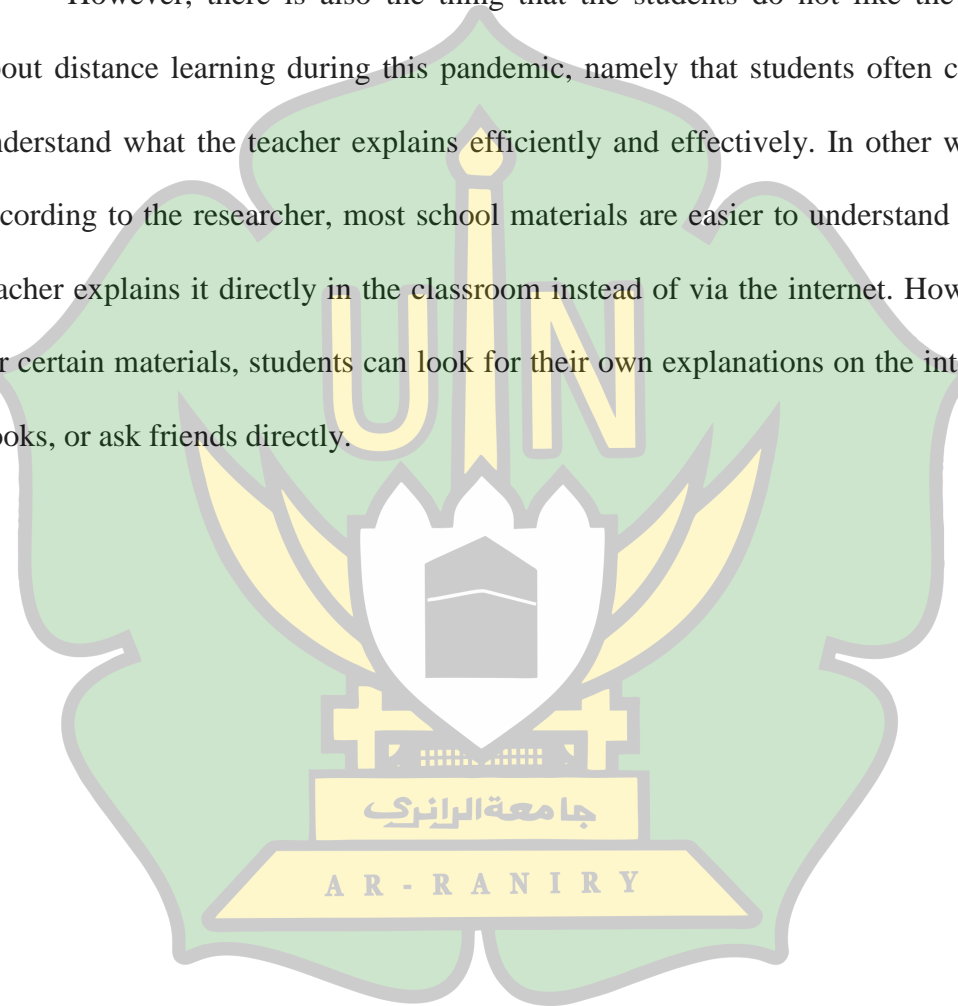
conferencing platforms to teach these skills. This study took place in Universiti Kebangsaan Malaysia as well.

Conversely, there was a research entitled “Students Perceptions in Online Class Learning During the Covid-19 Pandemic” in Universitas Bangsa Serang, Indonesia. The purpose of the study is to find out how learners feel about online learning. The survey approach was used to conduct this study, with 239 active students receiving questionnaires. This study used both a quantitative and qualitative data approach to obtain insight into students' perceptions. Quantitative data was examined utilizing descriptive statistics, while qualitative data was analyzed from open-ended questions to acquire insight into students' perceptions. According to the findings, 80% of students are willing to participate in online learning, 62 percent of students believe that online learning improves them, and 32% of students have trouble understanding the subject.

The researcher of this study also believes that there are many ups and downs that must be felt by students during this online learning. The common one is that students do not need to get up early to go to school. In the past, before the corona era many students had to wake up one to two hours earlier to get ready for school and it would take so long. During this distance learning, they do not need to get some journey to attend classes so they can save more time and energy. The money that used can be delivered for school fees is now allocated to buy internet quota. The internet is one of the important tools to support online schools today honestly. Without the internet, educators and students cannot attend classes. Sometimes the internet network becomes a problem due to sudden interruptions.

As a result, the learning process becomes disrupted. Not only that, this online learning system is also more aimed at getting closer to Allah SWT. and devoted to parents more than ever. This sharpens and facilitates communication between students and their respective parents.

However, there is also the thing that the students do not like the most about distance learning during this pandemic, namely that students often cannot understand what the teacher explains efficiently and effectively. In other words, according to the researcher, most school materials are easier to understand if the teacher explains it directly in the classroom instead of via the internet. However, for certain materials, students can look for their own explanations on the internet, books, or ask friends directly.





CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher frequently discusses the research strategy, research method, research site, population, and samples, as well as the tools used for data collecting and analysis.

A. Research Design

Research design, according to Babbie (2004), is a sequence of choices made regarding the subject to be investigated among the populations and the sample to be employed. It denotes that the researcher choose a strategy and framework, including participant involvement and data collection, that are appropriate for addressing the research question. The research issue is addressed by this study using a descriptive qualitative methodology.

Furthermore, a qualitative method would be used in this study. The theoretical underpinning of all qualitative research methodologies, qualitative descriptive studies aim to give a comprehensive account of the distinctive events that individuals or organizations have encountered. The instrument of qualitative approach would use interview and it consisted of students from English Department. Thus, for collecting and analyzing the data, the transcript of participants' interview would be recorded in order to assist the process of study.

B. Research Participants

a. Population

Population is a group of individual or object that gathers in one ecosystem. According to Creswell (2012), stated that the target population is a group of individuals (or groups of organizations) with some general characteristics that can be identified and studied by researchers. In this research the population is the seventh semester-students year 2018 in English Language Education Department at UIN Ar-Raniry. The population of this study are 115 students.

b. Sample

Sample is specific amount of the population that is used to check the method and become the representative of the population. In this research the sample is students in seventh semester students year 2018. It is consist of 10 students. Therefore, this study conducted the purposive sampling method. Sugiyono (2016) also explained that purposive sampling is a technique of sampling data sources with certain considerations. Furthermore, the purposive sampling technique is used to find suitable participants for this research. Based on this technique used, 10 participants would choose from the population as the sample using several criteria for the research participants, such as;

- The seventh semester-students year 2018 in English Language Education Department. The population of this study were 115 students.
- 10 of those students, who have been passed teaching and learning process from home (online learning) spesifically towards English Skills include

speaking, listening, writing, and reading, would be the sample of this study.

- The student who have passed the intermediate level of English subject such as intermediate listening, speaking, writing and reading.

C. The Technique of Data Collection

Data is information used to solve research problems. Based on Arikunto (2013), data is written with facts or notes that researchers use to organize their research activities. In this study, data is collected via an observation list as a data collection tool. Thus, Gay and Airasian (2000) said that instrument is a tool that is used in collecting data to support a research. For this research, the researcher would choose interview as instrument of research. The interview is the most common strategy for gathering qualitative data. Griffiee (2012) claimed that interview as a person-to-person conversation where the purpose of finding and creating meaningful data has to be collected and analyzed. Hence, each participant in this study would be interviewed in 10 questions and approximately takes 5-10 minutes. The transcription would be recorded by the researcher.

D. The Technique of Analysis Data

Bakrie (2003) stated that data analysis is an effort or method to process data into information so that the characteristics of the data can be understood and useful for solving problems, especially problems related to research. In other words, data analysis is the activities carried out to convert the data resulting from research into information that can later be used in drawing conclusions. The data

for this study would be assessed based on the findings of an observation and an interview. The researcher used the qualitative method to provide information from this investigation. Data analysis was conducted using Miles and Huberman's (1994, p. 156), three-step qualitative data analysis concept:

- 1) Data reduction. This refers to the process whereby the mass of qualitative data-interview transcripts, field notes, observation etc. – is reduced and organized, for example coding, writing summaries, discarding irrelevant data and so on.
- 2) Data display. To draw conclusions from the mass of data, Miles and Huberman (1994) suggested that a good display of data, in the form of tables, charts, networks, and other graphical formats is essential.
- 3) Conclusion drawing/ verification. Analysis should begin to develop conclusions regarding the study. These initial conclusions can then be verified, that is their validity examined through reference to your existing field notes or further data collection.

Futhermore, based on the concept above, the researcher would use data-interview transcripts (data reduction) and write summaries in descriptive analysis (narration). Thus, the researcher will also discards all irrelevant information from the participants' answers.

CHAPTER IV

FINDING AND DISCUSSION

This chapter discussed the study and provided the research observations' conclusions. The study's conclusion, which aimed to provide answers to the research questions, was built using the data collected from the field. The findings and discussion are explained in the sections that follow:

A. Research Findings

In this research, there were 10 students from English Language Education Department, were interviewed deeply about their obstacles faced in learning English subjects during pandemic. The researcher concluded the significant answers and statements from participants that related to the research questions. At the beginning, the researcher provided a few questions into the students. Then the name listed contacted the researcher to be able to interview privately. However, before the study began, participants requested to sign a consent form and allowed the researcher to conduct the interview personally (one by one). Participants' names are listed as follows:

Table 4.1 The participants' name

Initial	Sex
MHM	<i>Male</i>
LF	<i>Female</i>
AS	<i>Male</i>
ROJ	<i>Male</i>

NN	<i>Female</i>
FL	<i>Female</i>
CTH	<i>Female</i>
RS	<i>Female</i>
MA	<i>Male</i>
AF	<i>Male</i>

It was the intention of those whose names were included in the list to answer all the questions and determine the interviewees' points of view, opinions, and criticisms to gather information and documentation. As a result, each interviewee developed a unique interview technique over time (between 10 and 15 minutes for each participant), based on their degree of expertise and inquiries about their experiences. Some of the interviews were incorporated in this part to show a more applicable result. This data collection process used a semi-structured method. Broad opening questions and study-related questions were employed to gather more essential data. According to the research questions, the following is a description of every participant's perceptions:

1) The most English skills that students interest

1.1 Listening, Speaking, Reading, Writing

In this section, all participants have been interviewed towards English skills that they like the most. Most of them claimed about reading, listening,

speaking, and listening are really important in mastering English Skills. The participants had different reasons towards each element of skill.

MHM argued that:

I like writing skills the most than other skills. I like to write fiction stories on watsapp. Speaking of the writing skill, I also learn about the writing types and styles. All different between fiction, science, education and more.

Everyone could tell that writing was the most difficult skill to master, so that most people also claimed it including participant MHM. Yet, the experts also argued that writing required greater brain work than the other three skills. This is probably because writing would produce a "product" that could be read over and over again, so the writer wanted his writing to be as perfect as possible. In contrast to speaking which also produced language, writing has its own difficulties which prevented many people from doing it. Participant MHM stated that one of the English abilities which MHM like the most was writing, because the participant could learn all of the writing type. MHM gave a serious idea including fiction, science, education and more of it.

Conversely, LF argued that:

I choose listening skills. I can master listening skills and it will be easier for me to understand words and communicate with strangers.

ROJ is also argued:

I really like listening skills and I like to hear accents or ways of pronouncing words that I think are unique and feel challenging

to hear more clearly the words spoken in western songs or movies.

Listening was the first skill in English that everyone should master. It is natural that human will listen first and then start talking. Therefore, before proceeding to the next skill, human must practice listening skill first. There were several ways that could practice listening skills, namely listening to English songs, watching English videos, or listening to recorded English speeches. In this case, participant LF and ROJ had their own statements towards English skills. They preferred about listening to master it because they could easily understand English words and communicate with strangers, also they preferred to learn about challenging thing that involved in listening skill.

On the other side, participant AS argued that:

I do not talk a lot to people so I prefer reading over the other English skills. Reading improves my ability to understand and visualize topics. Thus, I like to read books and get knowledge or entertainment from reading.

Reading was indeed quite important, in fact there were many techniques developed to make reading more efficient such as skimming, scanning, and skipping techniques. All of these techniques were intended so that readers can quickly understand the essence of the text. AS believed that reading can improve his skill to understand and visualize some topic, also AS loves reading a book to dig the new insight. This was different from the views of NN and LF participants

who preferred speaking to improve their English skills. This could be proved by the existence of interview statements from them.

On the other hand, NN argued that:

It could be speaking. I like playing video games and sometimes meet foreign players, so that when learning process, speaking makes it easier for me to communicate in the game.

Additionally LF is supported the statement that:

Speaking. Moreover, I often speak English and also speaking is easy to practice and more effective for training myself.

Based on the statements above, everyone knew improving speaking ability can be done in many ways, which obviously required a lot of practice. The way most beginners do it is to repeat what other people had been said in English. This technique was usually used by teachers in the classroom to train their students to make proper pronunciation. The next way to practice speaking was having conversations in English. They could do it with friends, or even with native speakers. Therefore, NN and LF participants felt that speaking was an English skill that was easy to learn, practice, and applied in everyday life.

2) The most challenging things and obstacles towards online learning in pandemic

2.1 Connection Problem

2.1.1 Lack of networking and technological issues in learning English

Since it has been in place for a while, online learning had largely gone without a hitch. However, numerous issues have been developed over time. Among them were issues with quotas, internet networks, and an abundance of teaching assignments. To stop the spread of the Covid-19 pandemic, a social distance policy was compelled, or in Indonesia, a physical distance policy (maintaining physical distance) was adopted. Therefore, this policy aimed to reduce the rate at which the Corona virus spreads across society. All affected countries tried to make the best policies in maintaining the continuity of education services. Indonesia also faces several real challenges that must be immediately found solutions: (1) technological disparities between schools in big cities and regions, (2) limited teacher competency in using learning applications, (3) limited resources for using educational technology such as the internet and quotas, (4) teacher-student-parent relationships in online learning that are not yet integral. The implementation of the physical distancing policy which later became the basis for implementing learning from home, with the sudden use of information technology, often shocked educators and students, including parents and even everyone who was at home. Information technology learning has indeed been implemented in recent years in the education system. Not only that, challenges and obstacles that often occur are students stammering because they get piles of assignments while studying from home.

Meanwhile, parents of students felt stressed when accompanying the learning process with assignments, besides having to think about their own survival and work in the midst of a crisis. So, these constraints were an important

note from the world of education where educators and students must pursue online learning quickly. In fact, technically and the system was not all ready. Hence some of the participants argued about applying English skills such as listening, reading, speaking, and writing in daily life was more complicated to enhance them.

Participant CTH argued that:

I do not have someone whom I can speak English with, so I do not get many opportunities to improve my English skills, especially for speaking. In addition, the lack of facilities including the networking that's not stable, often supports the process of improving English skills also affects my difficulty in acting. Sometimes the system also supports ineffective networks, inadequate English-related teaching modules, it also makes it difficult for me to interact directly with teachers in exploring knowledge related to English Skills.

Participant RS is also argued that:

Speaking and listening are also parts of my English skills that are difficult for me to apply in study. Sometimes, there are obstacles in the internet network which will interfere with the application of English skills in online learning.

The statement above presented a challenge for those who played a part, most notably the educator, who must work to create the learning environment interesting, hip, creative, and innovative for the learners. Many educators recognize that the epidemic, not their lacked of content knowledge, is to blame for the current educational crisis; as a result, their options for teaching were very constrained. Naturally, the creative solutions to the issues that was the online learning process encountered throughout the pandemic, encouraging teachers to

be successful in drawing students' interest in online learning so that students' comprehension and knowledge may get deeper to be absorbed.

2.2 Lack of students' confidence and difficulty in expressing students' idea

Students' lack of confidence and communication through virtual lectures has been made speaking and pronouncing words correctly much more challenging. Because they were shy, reluctant, and frightened of making mistakes, students had difficulties expressing themselves. They frequently lacked of practice, making it difficult for them to master English skills fluently, especially in reading, listening, speaking and writing. In fact, online learning is not a method to change face-to-face learning with digital applications, nor does it burden students with stacked assignments every day. Online learning should encourage students to be creative in accessing as many sources of knowledge as possible, produce works, hone insights and ultimately shape students to become lifelong learners.

Participant MA argued that:

I am probably too embarrassed to show my English skills in front of other people, so I find it hard to apply it when there's other people around. I usually talk to myself in English in a situation where I'm alone, or with my closest friends. I realized that I need to be more confident to apply English in communication. I felt like it did not have to be perfect at all. Hence, one thing I learned was the most important thing about communication was how both sides understand each other in an effective conversation.

Furthermore, AF is also argued that:

I think it is difficult for me to apply English skills. I do not have someone to talk to for speaking skill, but I can apply listening skills when I watch movies or listen to songs in English. This is a challenge that I have to learn more about English, because learning barriers in online learning are not easy, especially in improving and developing English language skills. Barriers that occur are also due to the psychology of oneself who are less sensitive to English. In addition, the obstacles that often occur during the learning process are also due to the lack of supporting facilities both internally and externally.

For students, learning English online was an unusual approach. It can be said that the existing educational system is beginning to recognize and institutionalize online learning approaches. Several students mentioned using the online approach since the epidemic started, which occurred in early March 2020, according to the results of the interviews. They must be able to follow online learning techniques in all courses using different learning platforms in accordance with the lecturer's requirements. Other perspectives from students, which claimed that people frequently visited sites other than the learning site offered, supported the difficulty in adapting to online learning. Based on the results of data analysis, it was found that students find learning English online challenging. The main challenge came from the psychological aspect. Another challenge was technical issues. These problems caused various problems such as the sudden interruption of lecture time in the middle of a lecture, unclear audio/image during discussions and virtual lectures, etc. It automatically burdened many quotas, and the interactions that occurred during the learning process become ineffective.

2.3 The Obstacles that occurred in English fields

In addition to the obstacles that are explained above, there are various specific obstacles that students feel during online learning. In speaking, students feel inferior which is always experienced by beginners, especially when they have to speak English. This self-confidence arises because of the fear or embarrassment of making mistakes when expressing sentences. Everyone also starts learning from scratch and also makes mistakes, us are no exception.

Confidence can only be obtained from yourself. The solution is to study in groups and often meet strangers. This problem is often experienced by those of us who are busy working, so that time for learning is limited. After work we are tired and want to rest, but that is not a barrier to keep studying. There are many ways for those of us who have limited time, because learning English doesn't always have to be in class and a few hours.

There are so many factors that students find it difficult when studying Listening Comprehension in English for example: material is too fast to be listened so that students quickly forget what they have listen, they do not know the meaning of the spoken English word or heard because of the limited English vocabulary they have, not concentrating on the material being heard, not understanding orders explained verbally, lazy in learning or no motivation to learn, and many other factors. Moreover, they have to do those stuff in virtual learning.

In the field of writing, students find it difficult to grasp material related to grammar and it is difficult to understand the factors of good and correct writing.

Sometimes, students often make the biggest mistake when learning English is translating Indonesian into English and then interpreting it. Conversely, when having a conversation, we have to translate English into Indonesian and into English again. It takes a long time before we can finally answer someone's question, for that learning methods must be changed.

In reading, the lack of teaching media also affects students' interest in learning to deepen reading knowledge. Teachers must prepare teaching media which indirectly increase expenses themselves. Another drawback is the absence of language laboratory facilities which are starting to disappear (no exist) and libraries that meet standards during this virtual learning process, thus making students' interest in reading low. The topics given are also difficult for students to understand when the reading learning process takes place.

B. Discussions

The Covid-19 outbreak was brought on by a more quickly disseminating coronavirus subtype. One of the government initiatives carried out by certain local governments comprised choosing to impose a lockdown policy in schools to give students a day off and start deploying online systems (in the network) or online learning techniques. According to the design of the online learning strategy system, distance learning without direct face-to-face contact between teachers and students was conducted through a network that uses the internet network. According to the findings of this study, accessibility was still the most important element influencing the growth of online learning. President Joko Widodo

emphasized the urgency of organizing, studying, and any administrative things remotely from home, that aim to reduce the spread of the COVID-19 in Indonesia (Arifa, 2020).

Online lectures that extensively relied on this network technology temporarily took the place of in-person lectures or direct instruction in the classroom. McLuhan stressed the role of education as a communication medium or media. (Kuskis, 2012). Because of this, online courses had a stronger media foundation than other types of online learning. Participants in online learning were abruptly obliged to accept the deterioration in the caliber of instruction, particularly during the COVID-19 pandemic. (Hussein, Daoud, Alrabaiah & Badawi, 2020). In this regard, participants in online courses may run into difficulties when completing teaching and learning tasks during their meetings, which could lower the effectiveness of those sessions.

Based on the findings of the research, the interviews also demonstrated that students adapt to online learning, particularly when cooperating and reacting to instructors. Adapting in light of the fact that pupils are not used to spending hours studying in front of a screen. To solve the aforementioned difficulties, lecturers can use these problems as a benchmark to develop enjoyable online learning alternatives. (Hanif et al., 2018). There were restrictions on online learning with regard to the third criteria, specifically the employment of a pedagogical method that necessitates more work to engage and motivated students in online learning. In order to motivate students, instructors can always develop

fresh, engaging content for online learning (Gillett-Swan, 2017). In addition, given the aforementioned technical constraints, students believe that not all of their queries or needs can be satisfied by the online learning system. It was closely related to other studies that claim that for students used to engaging physically with lecturers and peers, online learning can lead to psychological issues. (Fikri et al., 2021) Due of the difficulty of giving explanations to students online, there was a time constraint that contributes to this problem.

Conversely, students' motivation to study was also decreased by online English instruction. It brought out technological issues that frequently arose in online learning, like slow internet connections, which made learning inefficient. The quality of the video or audio was also judged to not be especially supportive, which caused their concentration to be scattered when online learning was being done, according to the results of the interviews. The technical challenges that they encountered diverted their attention. It indirectly caused students' interest in learning to decline. Absence of direct engagement with peers had a negative impact on students' motivation to learn (Agustin et al., 2020). Online learning is made more difficult by poor internet access. Unsupported infrastructure, unstable internet networks, and the price of quotas are a few of the difficulties. These restrictions were also the major obstacles to online learning. Therefore, a network or internet connection became the main enabler/key to facilitate online learning. Due to the prior restrictions, students believed that learning was unproductive and used up their internet allowance when communicating with professors or friends

because they had to wait for one party to finish speaking before the other could respond.

Moreover, there must be special guidance from educators in disseminating applications that would be used during the virtual learning process such as using the Zoom application, Google Classroom and others. According to Slameto (2010), the understudies would be dynamic if the educator consistently gave some outside inspiration to incite students' reactions. These aims were to strengthen digital competence for both users to easily reach the main points in learning. Not only that, the lack of preparation of educators in providing teaching materials to students was also a passion during the teaching and learning process. Educators almost on average only provided material in the application without any detailed explanation and these things really made students confused about understanding the topics that would be presented during online learning.

According to the constraints of their technological competence as expressed by the students, using laptops or other intelligent gadgets was not a major issue. They claim that these technologies are a constant part of their daily lives. Through media lessons, they could also quickly learn how to access a variety of learning tools. This result was consistent with earlier studies that show technology-based learning is used throughout the teaching and learning process from basic education to higher education, beginning with online seminars and lectures that simulate real-world job situations. in light of the fact that pupils were now exposed to technology-based learning. They were already accustomed to

using technology. Some of them also engaged in peer- and self-guided study. It gave satisfaction when they can master how to apply an application independently.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter represents the study's conclusion. The conclusion is built on the research findings and analysis from the chapter before. In this section, the data analysis and discussion would be summarized along with recommendations for future studies.

A. Conclusions

Researcher claimed a certain conclusions based on the discussion from the previous chapter and the research findings. First, the online teaching-learning process incorporates a number of methods, including cognitive, metacognitive, cooperative, social, and affective strategies, and the majority of students face certain challenges when using it. This was a result of prior knowledge and a lack of enthusiasm, as well as being untrained in pre-teaching learning and haphazardly challenging the rules in the classroom, which also affected the understanding of technology. Additionally, the lack of support from the school for the law led to an ineffective teaching-learning process that required more work from the students and the lecturer to provide testimony during the interview, making gaining an adequate understanding time-consuming and costly. Because of the spontaneous changes in the teaching-learning process, the student loses motivation and is less willing to persevere with this learning strategy.

The reasons underlying these obstacles must be identified by students in order to overcome difficulties. One of the reasons for the external barriers in terms

of poor connectivity was the lack of a dependable internet network in the location where the students perform their online schoolwork. Other difficulties include the absence of teacher-student-parent relationships in online learning, a lack of money for the use of educational technology, such as quotas, and a lack of teacher expertise in the use of learning apps. Many students must independently review the course materials and instructional methods.

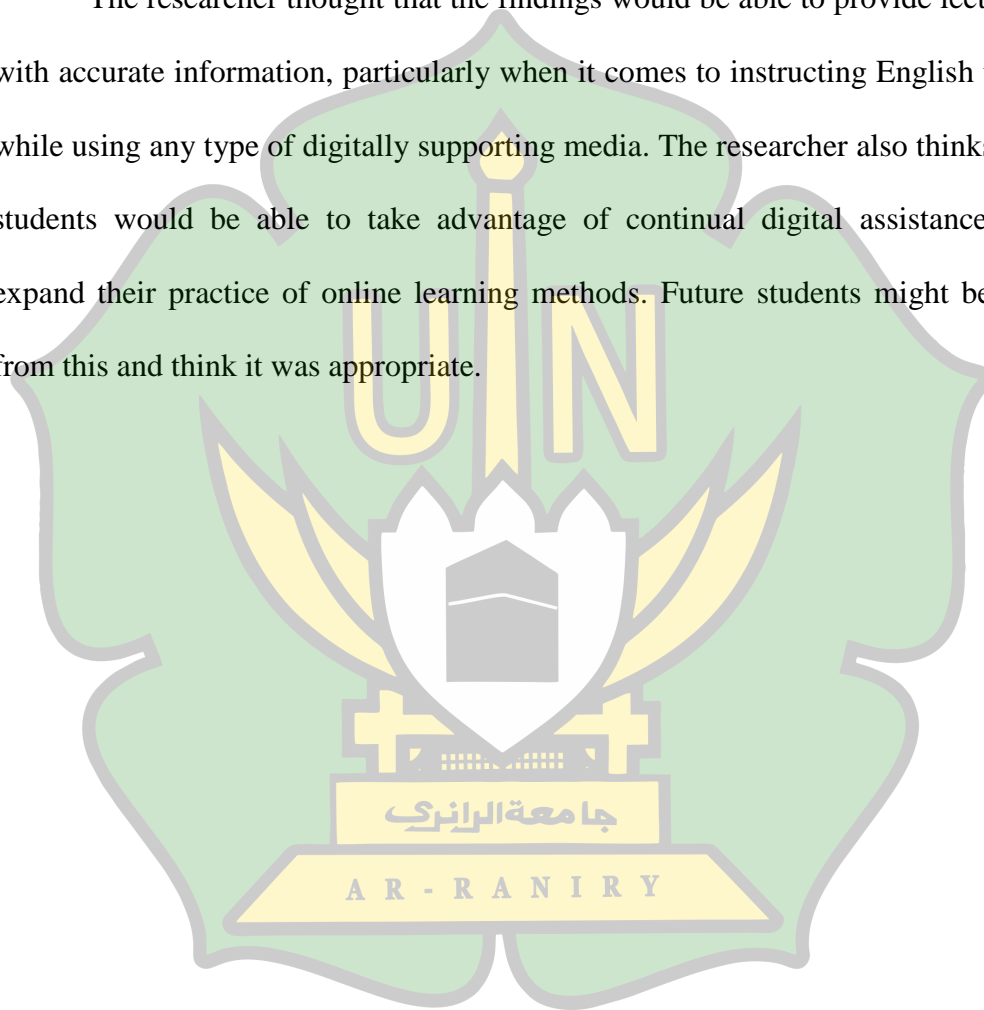
Students' lack of confidence and communication through virtual lectures has made speaking and pronouncing words correctly much more challenging. Because they are shy, reluctant, and frightened of making mistakes, students have difficulties expressing themselves. They frequently lack of practice, making it difficult for them to master English skills fluently, especially in reading, listening, speaking and writing. In fact, online learning is not a method to change face-to-face learning with digital applications, nor does it burden students with stacked assignments every day. Online learning should encourage students to be creative in accessing as many sources of knowledge as possible, produce works, hone insights and ultimately shape students to become lifelong learners.

B. Recommendations

Future researchers who can use a variety of media to conduct in-depth studies on students' English proficiency in higher education, as well as those who can elaborate the media in a variety of fields and have the skills to apply English skills by smart strategies in all situations, may find some of the researcher's suggestions helpful. Additionally, the researcher hopes that this study will offer

crucial details that others might utilize to interpret speaking elements. The researcher anticipates that as a result of this study, all course instructors would have a better understanding of how to employ some assistive media to enhance students' communication abilities in the classroom.

The researcher thought that the findings would be able to provide lecturers with accurate information, particularly when it comes to instructing English types while using any type of digitally supporting media. The researcher also thinks that students would be able to take advantage of continual digital assistance and expand their practice of online learning methods. Future students might benefit from this and think it was appropriate.



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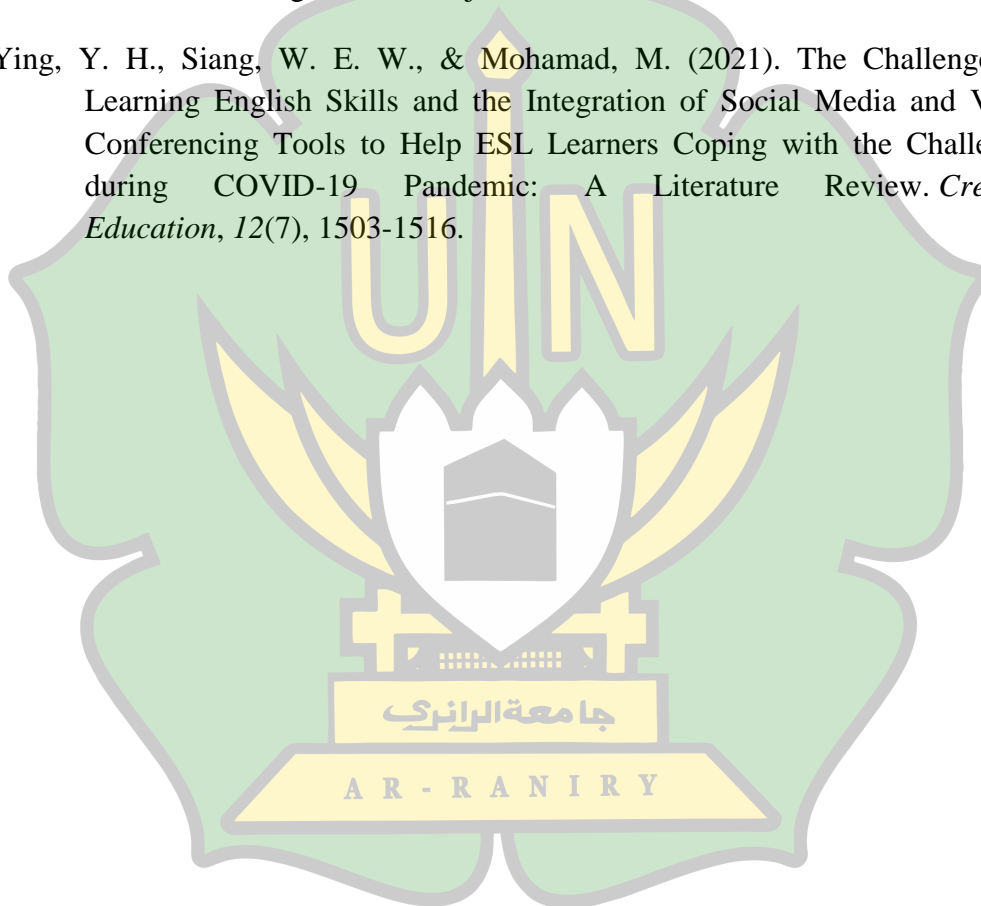
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APPENDICES

Appendix A



SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B - 6487/Un.08/FTK/KP.07.6/06/2023

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-5704/Un.08/FTK/KP.07.6/4/2022** 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-5704/Un.08/FTK/KP.07.6/4/2022** tanggal **25 April 2022**
- KEDUA : Menunjuk Saudara:
1. Dr. Muhammad AR, M.Ed. Sebagai Pembimbing Pertama
2. Nidawati, M.Ag Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
Nama : **Muhammad Abdan Syukra**
NIM : **170203110**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Analysing Students' Obstacle in Developing English Ability during Covid-19**
- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2023 dengan Nomor. 025.04.2.423925/2022 tanggal 17 November 2021;
- KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 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: 06 Juni 2023

Dekan,

Saifuddin M. Al-Farisi

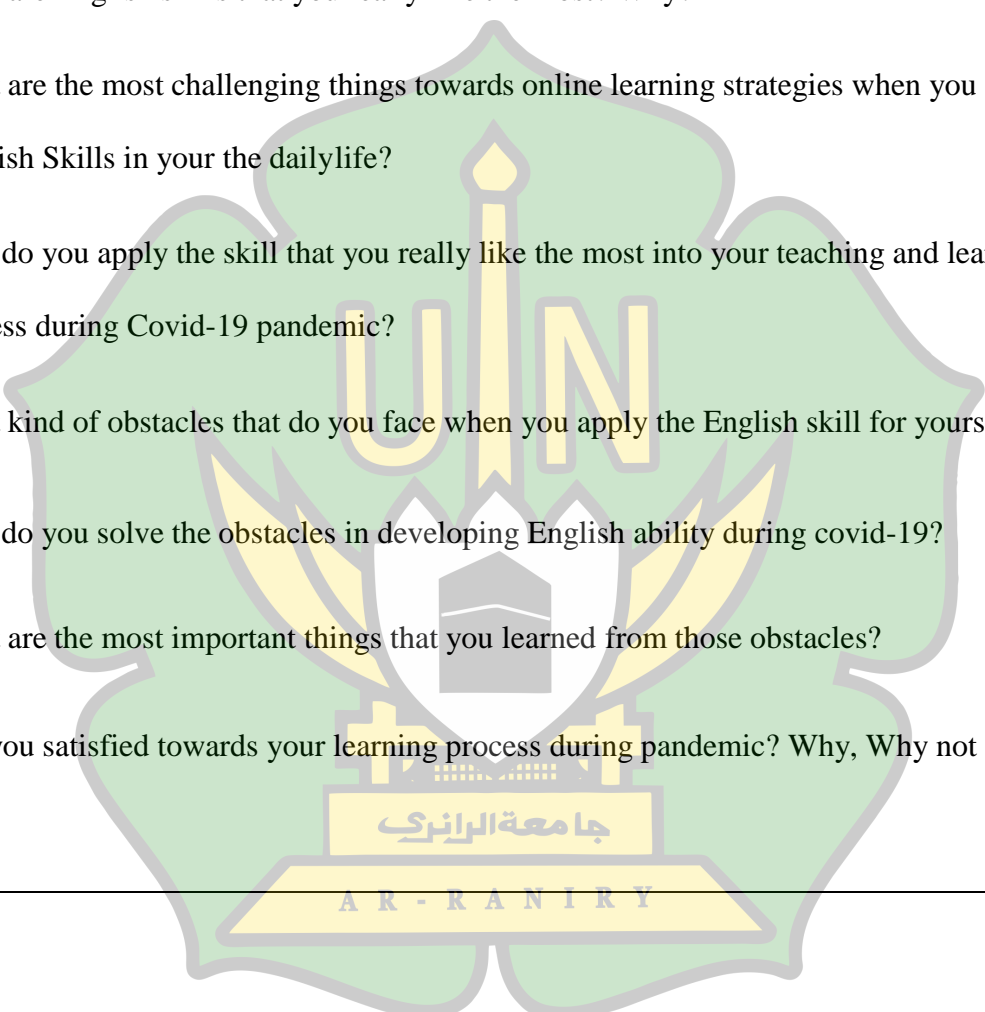
Tembusan

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

Appendix B

QUESTIONS:

No	Questions
1.	How do you feel learning English during Covid-19?
2.	What are English skills that you really like the most? Why?
3.	What are the most challenging things towards online learning strategies when you apply into English Skills in your the daily life?
4.	How do you apply the skill that you really like the most into your teaching and learning process during Covid-19 pandemic?
5.	What kind of obstacles that do you face when you apply the English skill for yourself? Why?
6.	How do you solve the obstacles in developing English ability during covid-19?
7.	What are the most important things that you learned from those obstacles?
8.	Are you satisfied towards your learning process during pandemic? Why, Why not



Appendix C

- **Name : ZF**

Answer:

1. fun, and quite draining, and financial because it requires a lot of money to fill out the data package. but it's easy in terms of getting knowledge from all learning media and providing new views on how to learn efficiently in industry 5.0
2. listening, because when we can master listening skills it will be easier for us to understand words and communicate with strangers
3. it is difficult to find people with the same learning goals, those who are not ashamed to practice language skills in everyday life and learning media that are quite outdated
4. by creating space to share information through watching videos together, listening to songs together and then exchanging information about the things in it
5. limited learning media, friendship circles, unfavorable environment and and unclear speech due to lack of practice
6. look for online language classes and get new friends who give lots of feedback for self-development
7. We must have the courage to make decisions to get out of our comfort zone, so that we are able to develop ourselves and gain new experiences and meet new people.
- 8.no, because I'm an extrovert, so I prefer to talk to people face to face.

- **Name: RS**

Answer:

1. Sedikit sulit, karena belajar secara online, saya lebih prefer belajar bahasa inggris secara offline karena lebih paham ketika bertatap muka
2. Speaking, because i like my accent an i think its cool
3. Kemampuan speaking jsdi berkurang karena sulit bersosialisasi untuk mengimprove skill ketika covid
4. Saya menerapkannya dengan cara belajar bersama teman secara online
5. Hambatan yg saya hsdapi adslah dalam writing, pemahaman saya terhadap dasar dalam berbahasa inggris masih kurang
6. Saya mencoba menonton film dengan bahasa inggris untuk meningkatkan skill saya
7. Hambatan bisa diselesaikan dengan cara rajin berlatih untuk mengimprove skill bahasa inggris kita
8. Saya kurang puas, karena banyak kendala selama belajar online seperti sinyal. Dan juga menghambat saya dalam mengimprove skill bahasa inggris

- **Name : MHM & AF**

Answer:

1. In my opinion, studying during covid is not very fun. Because I encountered many problems such as an internet connection that suddenly disappeared and also became lazier.

2. Maybe speaking, because I like playing video games and sometimes meet foreign players. So when learning speaking makes it easier for me to communicate in the game.

3. menurut saya, saya kesulitan dalam menerapkan keterampilan bahasa inggris dalam kehidupan sehari hari dikarenakan saya yang mudah lupa dengan kosakata yang ada, terus juga jarang menemui lawan berbicara yang bisa mengoreksi kesalahan saya.

4. Maybe by practicing more skills that I like through chatting with people who really understand English.

5. the obstacle that I often experience is that sometimes it's easy to forget the vocabulary I get.

6. I overcame it in a way see a lot and remember every vocabulary spoken by native speakers, through YouTube platforms, music, and movies.

7. I think that never give up with existing challenges, and continue to learn from mistakes.

8. I don't think I'm too satisfied because of some of the challenges I've experienced

- **Name : CTH**

Answer:

1. I feel more easy to study english in this situation, i can learn from anywhere and everywhere through my smartphone.

2. Speaking, cause in my daily life, i used to speak english frequently.

3. The most challenging thing is i can speak with everyone around the world, that help me a lot to learn even faster.

5. Terkadang saya tidak mengerti apa yang dibicarakan karena masih minimnya pengetahuan kata bahasa english

6. Saya lebih sering mencatat kata yang tidak saya ketahui dan mencari artinya

7. Saya bisa belajar lebih banyak kata baru

8. Sangat puas, pembelajaran yang fleksibel mendorong saya agar lebih termotivas

- **Name : FL**

Answer:

1. Sama saja dengan belajar offline, tidak ada yang spesial, yang membedakan hanya cara kegiatan belajar mengajar.

2. Reading, karena saya suka membaca buku dan mendapatkan pengetahuan ataupun hiburan dari hal tersebut.

3. Speaking dan listening, karena terkadang pasti ada kendala dalam jaringan internet dimana akan mengganggu penerapan keterampilan bahasa inggris pada pembelajaran online

4. Saya membaca novel dan beberapa artikel.

5. Hambatannya adalah dalam menerapkan writing dan speaking. Writing karena saya masih kesusahan dalam memilih kata-kata dalam menulis sesuatu. Kalau speaking, karena pronounciation atau cara membacanya yang terkadang masih kurang benar.

6. Sering-sering membaca buku inggris, mendengar maupun menonton apapun yang berbahasa Inggris

7. Tetap mempelajari hal tersebut dan tidak menyerah walaupun sulit

8. Saya puas, karena bisa tetap belajar walaupun dalam kondisi pandemi

- **Name : LF & AS**

Answer :

1. Tidak bahagia karena merasa kesulitan dengan zoom meeting yang membuat saya tidak bisa memahami dengan baik materi pelajaran yang diberikan

2. Saya sangat menyukai keterampilan listening karena saya suka mendengar aksen atau cara melafalkan kata yang menurut saya unik dan juga saya merasa

terantang untuk mendengar lebih jelas kata yang diucapkan dalam lagu atau film barat

3. menurut saya, saya kesulitan dalam menerapkan keterampilan bahasa inggris dalam kehidupan sehari hari dikarenakan tidak ada lawan bicara untuk skill speaking namun saya bisa menerapkan skill listening ketika saya menonton film atau mendengarkan lagu lagu dalam bahasa ingris

4. saya mencoba mendengar dengan seksama aksen atau cara guru menjelaskan materi pembelajaran sembari saya mencari tau arti dari kalimat bahasa inggris yang dijelaskan si dosen tadi

5. Hambatan yang saya hadapi adalah saya kesulitan mengartikan satu persatu kata yang saya tidak mengerti dalam kalimat bahasa inggris yang saya dengar

6. Cara saya mengatasi kendala ketika mengembangkan kemampuan bahasa inggris saya, saya selalu menyiapkan aplikasi kamus online yang akan memudahkan saya dalam mencari kata yang saya tidak tau artinya

7. menurut saya belajar itu tidak semata mata hanya mendengarkan materi yang diberikan dalam kelas atau zoom meeting. Tapi jika ada keinginan, maka dimanapun dan apapun bisa menjadi pelajaran baru bagi saya yang masih sangat sangat tertarik dengan hal hal baru

8. saya sangat tidak puas dengan proses pembelajaran selama covid dikarenakan saya tidak bisa belajar dengan benar dan juga tidak bisa langsung bertanya ketika kelas pembelajaran diadakan lewat zoom meeting karena hal tersebut akan mengganggu prosesnya pembelajaran bagi siswa yang lainnya

- **Name : NN**

Answer:

1. sangat menyenangkan
2. speaking, mudah di praktikan dan lebih efektif untuk latihan
3. ganemuin org buat bisa ngasah skill speaking, karna disekitar tmpt tinggal saya gaada yg bisa b.inggris
4. melatih berbicara menggunakan bahasa inggris, dalam kegiatan sehari hari
6. sesering mungkin melatih percakapan menggunakan bahasa inggris, dan belajar dari sumber-sumber online yang sudah tersedia. menonton film atau video tanpa subtitle, mendengarkan lagu bahasa inggris dsb.
7. memperdalam pemahaman terkait grammar dalam bahasa inggris, agar semakin mudah menerapkan dalam praktik bahasa inggris.
8. kurang puas, karena proses belajar kurang interaktif

- **Name : MA**

Answer

1. I feel nice at first because I don't need to go to university with un-consistent time and the broke schedule when I got the random class and time. But the next semester I feel broke with online learning because my phone and laptop was

broken. I should take off from university to work and save money to buy new laptop and phone.

2. I like writing skills the most because since first I like to write fiction stories on wattpad. From the writing skill I learn there is so many writing type and style. All different between fiction, science, education and more.

3. There's no challenging things towards online learning strategies when I applied into English skills in my daily life. While online learning, I have no friends to talk in English, no one push me to increase my English, and no time to practice English independently because I should work due to economic condition during pandemic.

4. I applied my writing skills by texting with my Australian cousin, she always correct mine and I get many new slang and new things I never heard in university. I also read English stories on wattpad to get to know about how the students do in other country. Even that's a fiction, we can know how the writers think and that's based on what happen and culture in their country.

5. I got writer block. There's no reason to have this obstacle. But this is maybe because of unconsistence. But the idea also comes inconsistently.

6. Managing my time. And take a note if the idea comes then do it when it's time.

7. Managing and consistence are the most important thing.

8. No. because I get nothing from this learning. When I go to the offline class after long time, I forgot all of my vocab because I feel unfamiliar to the English.

