AN ANALYSIS OF OBSTACLES FACED BY ENGLISH TEACHER AND STUDENTS DURING ONLINE LEARNING AT SMA N 11 SOLOK SELATAN

THESIS

Submitted as Partial Fulfillment of the replacements to Obtain Bachelor of Education (B. Ed) in English Language Education

Written by:

Uswatun Nisa

NIM. 17018039

Advisor:

Carbiriena Solusia, S.Pd, M.Pd

NIP/NIDN. 0024059001

ENGLISH DEPARTMENT

FAKULTAS BAHASA DAN SENI

UNIVERSITAS NEGERI PADANG

2022

HALAMAN PERSETUJUAN SKRIPSI

Judul	**: An Analysis of Obstacles Faced by English Teacher *and Students during Online Learning at SMA N 11* Solok Selatan**
Nama	**: Uswatun Nisa**
NIM/TM	**: 17018039/17**
Program Studi	**: Pendidikan Bahasa Inggris**
Jurusan	**: Bahasa dan Sastra Inggris**
Fakultas	**: Bahasa dan Seni**

Padang, 4 November 2022

Disetujui Oleh,
Pembimbing

Carbiriena Solusia, S.Pd., M.Pd.
NIP/NIDN. 0024059001

Mengetahui
Kepala Departemen Bahasa dan Sastra Inggris

Desvalini Anwar, S.S., M.Hum., Ph.D.
NIP. 197105251.998022.002

Dipindai dengan CamScanner

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan lulus setelah dipertahankan didepan Tim Penguji Skripsi Program Studi Pendidikan Bahasa Inggris Jurusan bahasa dan Sastra Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang dengan judul

An Analysis of Obstacles Faced by English Teacher and Students during Online Learning at SMA N 11 Solok Selatan

Nama	**: Uswatun Nisa**
NIM/TM	**: 17018039/17**
Program Studi	**: Pendidikan Bahasa Inggris**
Jurusan	**: Bahasa dan Sastra Inggris**
Fakultas	**: Bahasa dan Seni**

Padang, 4 November 2022

Tim Penguji	**Tanda Tangan**
1. Ketua : Senorica Yulia Sari, S.Pd., M.TESOL.	
2. Sekretaris : Fitrawati, S.S., M.Pd.	
3. Anggota : Carbiriena Solusia, S.Pd., M.Pd.	

Dipindai dengan CamScanner

UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS
Jl. Belibis, Air Tawar Barat, Kampus Selatan FBS UNP, Padang, Telephone : (0751)447347

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan dibawah ini:

Nama	: Uswatun Nisa
NIM/TM	: 17018039/17
Program Studi	: Pendidikan Bahasa Inggris
Jurusan	: Bahasa dan Sastra Inggris
Fakultas	: Bahasa dan Seni

Dengan ini menyatakan bahwa tugas akhir saya dengan judul *"An Analysis of Obstacles Faced by English Teacher and Students During Online Learning at Sma N 11 Solok Selatan"* adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukuman sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan Negara.

Demikian pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Diketahui oleh,
Ketua Departemen Bahasa dan Sastra Inggris

Desvalini Anwar, S.S., M.Hum., Ph.D
NIP. 19710525.199802.2.002

Saya yang menyatakan

Uswatun Nisa
NIM. 17018039

ABSTRACT

Nisa, Uswatun (2022). ***An Analysis of Obstacles Faced by English Teacher and Students during Online Learning at SMA N 11 Solok Selatan.*** Thesis. Padang: Jurusan Pendidikan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Padang.

This study aimed to describe the obstacles experienced by a teacher and students towards online English teaching and learning activities during the Covid-19 pandemic at SMA Negeri 11 Solok Selatan. In this study, the researcher used a descriptive quantitative technique. In obtaining data, the researcher used a questionnaire and an interview. In this study, questionnaires were given to the teacher and students in printouts, while interviews were conducted online via WhatsApp to obtain more information from respondents. The sample was 1 English teacher and 19 students in class XI and XII at SMAN 11 Solok Selatan. The teacher was given 15 questions, while the students were given 30 questions. The results of the research showed that a teacher faced several obstacles in online learning, such as the lack of mastery of technology, so it was difficult to create teaching methods that students could easily understand. In addition, the most dominant obstacle was the internet network which often experiences disturbances. In addition, most students also faced almost the same obstacles regarding a bad internet network, making it difficult to take part in learning English online. However, the teacher was able to overcome some of these obstacles in online learning by providing adequate learning tools and also by learning the application features needed in the process of teaching English. Meanwhile the students were able to overcome the obstacles by having self-awareness, being active in learning English online, creating a comfortable learning atmosphere for themself, doing and sending English assignments on time.

Keywords: *Teacher' obstacles, students' obstacles, online teaching and learning*

ABSTRAK

Nisa, Uswatun (2022). ***An Analysis of Obstacles Faced by English Teacher and Students during Online Learning at SMA N 11 Solok Selatan.*** Thesis. Padang: Jurusan Pendidikan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini bertujuan untuk mendeskripsikan kendala yang dialami oleh seorang guru dan siswa terhadap kegiatan belajar mengajar bahasa Inggris online pada masa pandemi Covid-19 di SMA Negeri 11 Solok Selatan. Dalam penelitian ini, peneliti menggunakan teknik deskriptif kuantitatif. Dalam memperoleh data, peneliti menggunakan kuesioner dan wawancara. Dalam penelitian ini, angket diberikan kepada guru dan siswa dalam bentuk cetakan, sedangkan wawancara dilakukan secara online melalui WhatsApp untuk mendapatkan informasi lebih lanjut dari responden. Sampel penelitian ini adalah 1 guru bahasa Inggris dan 19 siswa kelas XI dan XII di SMAN 11 Solok Selatan. Guru diberikan 15 pertanyaan, dan siswa 30 pertanyaan. Hasil penelitian menunjukkan bahwa seorang guru menghadapi beberapa kendala dalam pembelajaran daring, seperti kurangnya penguasaan teknologi, sehingga sulit untuk menciptakan metode pengajaran yang mudah dipahami siswa. Selain itu kendala yang paling dominan adalah jaringan internet yang sering mengalami gangguan. Selain guru, sebagian besar siswa juga menghadapi kendala yang hampir sama mengenai jaringan internet yang buruk sehingga menyulitkan untuk mengikuti pembelajaran bahasa Inggris secara online. Namun, guru dapat mengatasi beberapa kendala tersebut dalam pembelajaran online dengan menyediakan perangkat pembelajaran yang memadai dan juga mempelajari fitur-fitur aplikasi yang diperlukan dalam proses pengajaran bahasa Inggris. Sedangkan siswa mampu mengatasi kendala dengan memiliki kesadaran diri, aktif dalam belajar bahasa Inggris online, menciptakan suasana belajar yang nyaman bagi diri mereka sendiri, mengerjakan dan mengirimkan tugas bahasa Inggris tepat waktu.

Kata kunci: *Hambatan guru, hambatan siswa, pembelajaran online*

ACKNOWLEDGEMENTS

Alhamdulillahirrabil'alamin, all the praise is upon to Allah Subhanahu Wata'ala, the lord of the universe, that with his uncountable blessing, mercy, kindness, and great guidance, giving the writer good health, welfare, and strength to finish this thesis entitled: An Analysis of Obstacles Faced by English Teacher and Students during Online Learning at SMA Negeri 11 Solok Selatan.

In accomplishing this thesis, the writer has been assisted and guided by many great people. It is great pleasure to convey an appreciation and gratitude to thank them in this acknowledgment. The writer would like to express her sincere gratitude to the honorable advisor, Carbiriena Solusia, S.Pd., M.Pd who has given her much attention, support, suggestion, guidance and valuable time to supervise and help to accomplish from the beginning stage until the finishing stage of this thesis.

An abundance of appreciation is also addressed to her examiners Senorica Yulia Sari, S.Pd., M.TESOL and Fitrawati, S.S., M.Pd who have given suggestions and ideas for the completion of this thesis. Another sincere thank is also honored to Lafziatul Hilmi, S.Pd., M.Pd., and Dian Safitri, M.Pd for the guidance in constructing the instrument of the research. A huge thank is also given to Siti Fatimah, S.S., M.Ed as the academic advisor, for her worthy advice and motivation during study in English Department. In addition, the writer would like to express her thanks to English teacher and all students of SMAN 11 Solok Selatan for their participation in this research.

Furthermore, the writer would like to express her deepest thankfulness to her beloved father and mother, Mad Dahuri and Saikem, then all the family members who always give their countless love, powerful prayer, and both mental and financial supports. Great thanks are also addressed to the writer's dearest friends Elna Fitri, Laelatul Abidah, Diah Ary Kinasih, Puja Adelia Harahap, Fitri Aning Aftika, Juni Asnita, Yoki Pratama, Windi Widya Putri, who have been spending and coloring her days and struggling together during the completion of this thesis. Also, the writer would like to say thanks to K2 2017 class for sharing many things together and for the unforgettable moments she had while studying in English Department UNP.

Padang, November 2022

The Writer

TABLE OF CONTENT

ABSTRACT ..... **ii**
ABSTRAK ..... **iii**
LIST OF TABLE ..... **vii**
CHAPTER I INTRODUCTION **1**
A. Background of the Study **1**
B. Identification of The problem **4**
C. Limitation of the Problem **4**
D. Formulation of the Problem **5**
E. Research Questions **5**
F. The Aims of The Research **5**
G. Significance of the Research **5**
H. Definition of Key Terms **6**
CHAPTER II **8**
REVIEW OF LITERATURE **8**
A. The Concept of Online Learning **8**
1. The Definition of Online Learning **8**
2. Characteristics of Online Learning **10**
3. The Types of Online Learning **14**
4. Online Learning in EFL Teaching **15**
B. Obstacles of Online Learning **16**
1. The definition of obstacles **16**
2. The Obstacles to Online Teaching **18**
3. The Obstacles to Online Learning **20**
B. Covid-19 Pandemic **24**
1. The Definition of the Covid-19 Pandemic **24**
2. The Impact of the Covid-19 Pandemic on Education. **25**
3. Teaching and Learning Process during Covid-19 Pandemic **25**
C. Review of Relevant Research **26**

D. Conceptual Framework **28**
CHAPTER III **29**
RESEARCH METHODOLOGY **29**
A. Research Design **29**
B. Population and Sample **29**
1. Population **29**
2. Sample **30**
C. Instrumentation **32**
1. Questionnaire **32**
2. Interview **33**
D. The technique of Collecting Data **34**
E. Technique of Data Analysis **35**
CHAPTER IV **37**
FINDINGS AND DISCUSSION **37**
A. Findings **37**
1. Obstacles faced by Teacher **37**
2. Obstacles faced by Students during Online Learning **45**
B. Discussion **67**
CHAPTER V **77**
CONCLUSION AND SUGGESTION **77**
A. Conclusion **77**
B. Suggestion **78**
REFERENCES **80**
APPENDICES **85**

LIST OF TABLE

Table 1. The population of Teacher in SMA N 11 Solok Selatan 30
Table 2. The population of Students in SMA N 11 Solok Selatan 30
Table 3. Sample of the students in SMA N 11 Solok Selatan 31
Table 4. Indicators of the Teacher's Questionnaire 32
Table 5 Indicators of the student's Questionnaire 33
Table 6. Likert scale questionnaire score criteria 35
Table 7. Degree of statement 36
Table 8. Obstacles faced by the teacher in the aspect of infrastructure. 38
Table 9. Obstacles faced by the teacher in the aspect of social interaction. 40
Table 10. Obstacles faced by teacher in the aspect Teaching Issues 41
Table 11. Obstacles faced by students in the aspect of Material Comprehension. 45
Table 12. Obstacles faced by students in the aspect of Social Interaction. 51
Table 13. Obstacles faced by students in the aspect of Infrastructure 54
Table 14. Obstacles faced by students in the aspect of Motivation and Support for Learning 58

APPENDICES

Appendix 1 Surat permohonan Izin Penelitian dari Fakultas 86
Appendix 2 Surat Validasi Angket dan Interview 87
Appendix 3 Angket Penelitian 98
Appendix 4 Pertanyaan Interview 109
Appendix 5 Distribusi Angket 111
Appendix 6 Transkrip Interview Teacher and Students 112
Appendix 7. Screenshoot Via WhatsApp 127
Appendix 8. Surat Tugas Pembimbing 129
Appendix 9. Surat Tugas Seminar Proposal 130
Appendix 10. Surat Tugas Ujian Skripsi 131

CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching is a process of transmitting knowledge, ability, and creativity from some to other with the aim that someone is able to do and know what they previously do not know or cannot do. The process of teaching English as a foreign language requires the ability to transfer material interestingly. Lucantoni (2006, p.3) states that English is one of the most popular languages spoken in the world. English is taught at all levels of education, one of which is senior high school. English is one of the national exam subjects in senior high school. Therefore English must be taught more intensively; so that the students can master English and finally they can gea good score as the requirement ffor passing the national examination.

In Indonesia, the the teaching and learning prprocesses in schools is normally done in the classroom setting (face-to-face) based on the curriculum. However, starting with the emergence of Covid-19, the online teaching and learning process began to be applied. According to Stern (2006), one example of distance learning is online learning that is carried out on the internet**.** Online learning not only requires special expertise to use various platforms but also should be equipped with an adequate internet network. An online learning system

is called remote learning that utilizes technology and uses various learning platforms such as a smartphone or a laptop. Applications that can be used as teaching tools by teachers, such as WhatsApp, Google classroom, Zoom, Google meet, and Telegram. The implementation of an online learning system requires teachers and students to be able to adapt to the new policy that is very different from the previous system.

Since the online teaching and learning process began to be applied, the adjustment to online learning must be made by the teacher quickly. Teachers must be able to produce fun learning, which can increase students' interest and motivation to learn effectively and well. In learning English in particular, teachers must be able to provide interesting methods to attract students' attention in learning process. An interesting method makes it easier for students to absorb learning material. However, creating a fun atmosphere to grab students' attention online is not easy. According to Wang et.al (2007), the traditional learning process has radical changes due to the development of multimedia and information technology, as well as using internet techniques. This method requires teachers, students and parents to adapt in a short time.

In the practice of online learning, several remote places in Indonesia experienced some obstacles. According to Nashruddin, Alam, and Tanasy (2020) some outlying rural areas where students live do not have good internet connection, the geographical location that rather away signal scope causes

students' cellular network is sometimes have trouble. Teachers and students will have difficulties following online learning because of the poor internet connection. Therefore cannot be absorbed the materials delivered by the teacher optimal.

Based on the previous research, Lestiyanawati, Rochyani&Arif Widyantoro (2020) mentioned there are some obstacles during the e-learning process. First, is the inability of teachers to access technology. Second, school facilities are not adequate in the implementation of online learning. Third, the difficulty of the teacher in transferring the material. Fourth, the limitations of students in accessing the internet. Fifth, students who come from economically disadvantaged families also affect the online teaching and learning process. In addition, Setyawan (2020) said that the obstacles faced by teachers and students during online learning, are as follows: first, poor internet connection is a serious issue for pupils. Students are frequently slow to respond to the process of online learning activities. Furthermore, teachers are unable to assess pupils' abilities firsthand.

All of the topics above have something in common in discussing the obstacles that teachers and students face during online English teaching and learning during the Covid-19 pandemic. Meanwhile, none of the researchers researched related topics in suburban areas, especially in Sangir Balai Janggo District, Solok Selatan Regency. In addition, researchers also found information

that SMA N 11 Solok Selatan is a relatively new school which was established four years ago. Based on the problems that emerged during online learning above researcher was interested in researching an analysis of obstacles faced by English teacher and students during online learning at SMA N 11 Solok Selatan.

B. Identification of The problem

Based on the above background, teaching and learning activities were conducted online during the Covid-19 pandemic. Some teachers and students had difficulty carrying out this teaching and learning. First, English teaching and learning activities shifted from face-to-face to online settings. The next problem was the difficulty accessing online English learning due to the lack of internet connection in rural locations. And lastly, the school is a school that has only been established for five years, so the school has no previous experience in implementing online learning. These conditions raised different obstacles to online English learning for teachers and students at SMA Negeri 11 Solok Selatan.

C. Limitation of the Problem

Based on the background of the study the researcher was focusing to analyze obstacles in English online learning during covid-19 in SMA N 11 Solok Selatan.

D. Formulation of the Problem

Based on the focus of the research above, the writer formulates the problem as follows: “What are obstacles faced by teacher and students on online learning during the pandemic Covid-19 in SMA N 11 Solok Selatan?”

E. Research Questions

Based on the formulation of the problem above, the research questions are formulated as follows:

1. What did obstacles teacher face during online learning?
2. What did obstacles students face during online learning?

F. The Aims of The Research

Based on the research problem, the research aims are as follows:

1. To identify the obstacles faced by the teacher during online learning at SMA N 11 Solok Selatan.
2. To identify the obstacles faced by students during online learning at SMA N 11 Solok Selatan.

G. Significance of the Research

Theoretically, this research is expected to be able to help teachers to find out the extent of their students' ability to overcome obstacles during online learning so that they can absorb learning materials by learning objectives. In addition, this research is also expected to support and complement previous research on obstacles during online learning throughout the covid-19 pandemic.

Practically, by analyzing obstacles faced by teacher and students during online learning at SMA N 11 Solok Selatan, this study is likely to yield some findings. First, for teachers, this study can inform them about the challenges in teaching English during online learning. Besides, teachers can prepare better strategies for online English learning. Second, showing students the obstacles during the online learning process. So that students can anticipate obstacles that will occur. Thus, the information can motivate and improve learning achievement and the ability in learning English online. Third, for schools, this study can provide ideas for improving or adding more facilities and learning systems. Finally, the study is expected to be useful as a reference for readers or other researchers who want to learn more about the obstacles of online learning.

H. Definition of Key Terms

a. Online Learning

Online English teaching and learning is the English teaching and learning system by integrating an internet connection which no need to meet between teacher and student or between student and student. Online learning is defined as one kind of distance learning that happened over the internet (Stern, 2018). In this study, online learning is defined as a learning medium used by teachers and students as an alternative due to the emergence of the covid-19 virus.

b. Teacher’ and Students’ Obstacles

An obstacle is anything that makes it difficult to do something (Collins English dictionary). The teacher's obstacles are all the difficulties faced by the teacher during the implementation of online English teaching and learning. The students' obstacles are all the difficulties faced by the students during the implementation of online English teaching and learning.

c. Covid-19 Pandemic

Coronavirus illness, also known as Covid-19, is a frequent virus that causes an infection in the nose, sinuses, or upper throat (Pathak, 2021). Covid-19 affects different people in different ways. Fever, dry cough, weariness, sore throat, difficulty breathing, or shortness of breath are some of the symptoms that people who are infected with the virus may have.