A THESIS

**THE ANALYSIS OF DIFFICULTIES IN ONLINE ENGLISH
LEARNING EXPERIENCED BY THE EFL TEACHER
AT SMPN 5 PAREPARE**

By

MUH. FIRMANSYAH. JN
Reg. Num. 17.1300.054

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2022

A THESIS

THE ANALYSIS OF DIFFICULTIES IN ONLINE ENGLISH LEARNING EXPERIENCED BY THE EFL TEACHER AT SMPN 5 PAREPARE

By

MUH. FIRMANSYAH. JN
REG. NUM. 17.1300.054

Submitted to the English Program of Faculty of State Islamic Institute of Parepare in Partial of Fulfillment of the Requirements for the Degree Sarjana Pendidikan (S.Pd)

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2022

SUBMISSION PAGE

**THE ANALYSIS OF DIFFICULTIES IN ONLINE ENGLISH LEARNING
EXPERIENCED BY THE EFL TEACHER
AT SMPN 5 PAREPARE**

A Thesis

**As Partial Fulfillment of the Requirements for the Degree of Sarjana
Pendidikan (S.Pd)**

English Education Program

Submitted by

**MUH. FIRMANSYAH. JN
REG. NUM. 17.1300.054**

to

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2022

ENDORSEMENT OF CONSULTANT COMMISSIONS

The Title of Thesis : The Analysis of Difficulties In Online English Learning Experienced By The EFL Teacher at SMPN 5 Parepare

Name of The Students : Muh. Firmansyah JN

Student Reg. Number : 17. 1300.054

Study Program : English Education Program

Faculty : Tarbiyah

By Virtue of Consultant Degree : SK The Dean of Tarbiyah Faculty CertificateNum: 2251 Tahun 2020

Approved by

Consultant Commission

Consultant : Drs. Ismail Latief, M.M. (..........................)

NIP : 19631207 198703 1 003

Co. Consultant : Bahtiar, S.Ag., M.A. (..........................)

NIP : 19720505 199803 1 004

Approved by,

Dean of Tarbiyah Faculty

Dr. H. Saepudin, S.Ag., M.Pd.

NIP. 19721216199903 1 001

iv

THE ANALYSIS OF DIFFICULTIES IN ONLINE ENGLISH LEARNING EXPERIENCED BY THE EFL TEACHER AT SMPN 5 PAREPARE

Submitted by

<u>MUH. FIRMANSYAH JN</u>
Reg Num. 17.1300.054

Had been examined of February 21st, 2022 and had been declared that it fulfilled the requirements.

Approved by

Consultant Commission

Consultant	: Drs. Ismail Latief, M.M.	(.............................)
NIP	: 19631207 198703 1 003	
Co. Consultant	: Bahtiar, S.Ag., M.A.	(.............................)
NIP	: 19720505 199803 1 004	

Approved by,
Dean of Tarbiyah Faculty

Dr. H. Saepudin, S.Ag., M.Pd.
NIP. 19721216199903 1 001

v

ENDORSEMENT OF EXAMINER COMMISSIONS

The Title of Thesis : The Analysis of Difficulties In Online English Learning Experienced By The EFL Teacher at SMPN 5 Parepare

Name of The Students : Muh. Firmansyah JN

Student Reg. Number : 17. 1300.054

Study Program : English Education Program

Faculty : Tarbiyah

By Virtue of Consultant Degree : SK The Dean of Tarbiyah Faculty CertificateNum: 2251 Tahun 2020

Date of Graduation : 25th February, 2022

Approved by Examinar Commission

Drs. Ismail Latif, M.M (Chairman) (....................)

Bahtiar, S.Ag., M.A. (Secretary) (....................)

Dr. Abd. Haris Sunubi, M.Pd. (Member) (....................)

Humaeroah, M.Pd. (Member) (....................)

Approved by,
Dean of Tarbiyah Faculty

Dr. H. Saepudin, S.Ag., M.Pd.
NIP. 19721216199903 1 001

vi

ACKNOWLEDGEMENT

بِسْـــــمِ اللهِ الرَّحْمنِ الرَّحِيْمِ

الْحَمْدُ لِلهِ رَبِّ الْعَالَمِيْنَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ اْلأَنْبِيَاءِ وَالْمُرْسَلِيْن
وَعَلَى اَلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْد

AlhamdulillahiRabbil'Alamin. First of all, the writer would like to thank God Almighty. The highest and the ruler of the universe as well as the creator of everything in the world who still provides health, blessings, and grace to the writer so that the writer can complete his thesis. Sholawat and greetings we send to our prophet Muhammad SAW. (Peace be upon him) as the king of a great kingdom, namely Islam, then brought us from uneducated people to be educated people.

The writer would like to express his deepest gratitude to his parents, Drs. Johanzah Rahim and Dra. Hj. Nadaria Kantoro. Judge for the endless love that always support him in completing this thesis and for everything that has been given to him. At this wonderful time, the writer would like to thank everyone who has supported and helped him in completing his thesis as effectively as possible. He realized that without their support and help, he could not complete his "Thesis".

High appreciation and profuse gratitude are conveyed to the first consultant Drs. Ismail Latief, M.M. and Bahtiar, S.Ag., M.A. as the second consultant who patiently guided and provided suggestions, motivations and corrections to the author to complete his thesis.

Another side, the writer would also deliver special thanks to:

1. Dr. Ahmad Sultra Rustan, M.Si. the Rector of State Islamic Institute (IAIN) Parepare who has managed the education in our college.

2. Dr. H. Saepudin, S.Ag., M.Pd. as the Dean of Tarbiyah Faculty of State Islamic Institute (IAIN) Parepare, who has arranged a positive education for the students in the Tarbiyah Faculty.

3. Mujahidah, M.Pd. as the Chairman of English Education Program of Tarbiyah Faculty in State Islamic Intitute (IAIN) Parepare, for her fabulous serving to the students.

4. Thanks to Dr. Abdul Haris Sunubi, S.S, M.Pd. as a supervisor from semester one to the current semester.

5. To all lecturers, especially those of English Education Program, who have already taught and given knowledge to the researcher.

6. Thanks to sister Herawati Ali, Saiful, brother Andika Kadir, Isnawati and beloved WeArt Tim, and also to TemangKelas and all personnel that always motivate the author and give suggestion and all positive vibes.

7. Thank you to all rivals, Dirgahayu Bustang, Ahmad Yusri and Nurul Alifiah Hatim who always being good rival and it means a lot to the researcher.

May Allah SWT. always bless them. The researcher realizes that the Skripsi is far from perfect and need to be complete for being perfect. Therefore, the suggestions will be accepted to make this Skripsi better.

Parepare, 08th November 2021

The Researcher

MUH. FIRMANSYAH.JN
Reg. Num. 17.1300.054

DECLARATION OF THE RESEARCH AUTHENTICITY

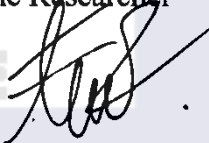The writer who signed the declaration below:

Name   :   MUH. FIRMANSYAH JN

NIM   :   17.1300.054

Place and Date of birth   :   Parepare, 23rd June 1999

Faculty   :   Tarbiyah Faculty

Study Program   :   English Program

Title of Skripsi   :   The Analysis of Difficulties In Online English

                                      Learning Experienced By The EFL Teacher at

                                      SMPN 5 Parepare

Stated this thesis was his own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this thesis and the degree that has been gotten would be postponed.

Parepare, January 12th 2022

The Researcher

MUH. FIRMANSYAH.JN
Reg. Num. 17.1300.054

ABSTRACT

Muh. Firmansyah JN. *The Analysis of Difficulties In Online English Learning Experienced By The EFL Teacher at SMPN 5 Parepare. Supervised by Drs. Ismail Latief, M.M., and Bahtiar, S.Ag., M.A.*

The purpose of this research was to describe the analysis of difficulties in Online English Learning experienced by the EFL teacher at SMP 5 Parepare. This research used descriptive qualitative method with the population in this research is the English teacher at SMPN 5 Parepare. The sample technique used totally sampling so that the sample of 4 English teachers obtained. Data collection techniques used in this research were interviews and voice recordings.

The research of data analysis from Interview showed that the way the English Teacher delivered the class by online system in this pandemic covid-19. It was dominated by the using of learning applications as media of this new learning method. All of the English teacher at SMP 5 Parepare use WhatssApp application to delivered their class by using another application to prepare the materials. And about the task or examination, they used the specific learning application such as G-Form and Quizizz.

The researcher found some troubles/difficulties experienced by the English teachers at SMP 5 Parepare. The troubles/difficulties experienced by the English teachers at SMP 5 Parepare such as, network constraints, limited internet quota, there are some students who do not have their own learning tools in the form of mobile phone or Laptop, and the lack of enthusiasm of the students themselves. The students who lack of response in this case, could be the students those do not have mobile phone or laptop. So, it was started from the cause that is the student do not have private online learning tools, and then the impact is about the students' online learning response.

Keywords : Online Learning Difficulties, Online English Learning, EFL Teach

LIST OF CONTENT

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of Research

In this global era and in the digital era, the orientation of various innovations will be focused on services that are easy to obtain, easily accessible, easy to provide intelligence and enlightenment even at low prices.[1]As the time runs by, technological development is not avoided. The students, either the teachers have to do some adaptations in this educational era with its technological developments. Technology,to the commonly class that involve the teacher and students gather in one place doesn't really matter yet at the time. But in this pandemic, the educational era and also the entire of humans' daily life is change.

Corona Virus Disease 2019 (Covid-19) has disrupted conventional learning process. Therefore we need a solution to the challenge. In this educational era, it will not be impossible to have the distance learning. Distance learning is a bunch of learning method which the learning activities done separately[2].Technology, as a media of learning. Media comes from the word *medóë* which is an intermediary or messenger from the sender to the recipient of the message[3]. Distance learning for now, done by online method by using technology as media and people call it as Online learning and this is an alternative that can overcome the challenge.

---

[1]Deni Darmawan, *Mobile Learning: Sebuah Aplikasi Teknologi Pembelajaran*, Jakarta: Rajawali Pers, 2016. p.v.

[2]Hamzah B. Uno, *Model Pembelajaran Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif,* Jakarta: Bumi Aksara (PT Bumi Aksara, 2014).

[3]Arief S. Sadiman, et al., *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya,* Jakarta: PT RajaGrafindo Persada, 2007. p.6

As written by Deni Darmawan in his book that the reach of electronic information is capable of reaching all corners of the world as long as there are telecommunications network systems available[4]. During the Covid-19 pandemic, the implementation of online learning has a major impact on the world of education. Educational methods during the Pandemic to date have evolved by utilizing technological developments. Online learning has become very familiar among students and teachers. Learning then presents its own challenges for all teachers and students as well as parents who accompany their children in online learning. The task of the teacher, and all teachers, is to make the classroom atmosphere fun and interesting and to transfer knowledge well even with classes that do not bring together teachers and students directly.

Teachers as learning managers, as said by Najib Sulhan that in carrying out the role as learning managers, teachers are required to be able to create a conductive learning atmosphere[5]. Classroom management is the main concern. Through good classroom management, student learning conditions will also run as expected.

As a platform that is expected to be part of the learning process in schools, technology is expected to support the interactive communication process between teachers and students in the learning process. Teachers in the learning process have a very important role. No matter how great the current technological developments, the role of the teacher is still needed[6]. In simple terms, learning

---

[4]Deni Darmawan, *Mobile Learning: Sebuah Aplikasi Teknologi Pembelajaran*, Jakarta: Rajawali Pers, 2016. p.6

[5] Najib Sulhan, *Guru yang Berhati Guru*, (Jakarta: Penerbit Zikrul Hakim), p.37

[6]Najib Sulhan, *Guru yang Berhati Guru*, (Jakarta: Penerbit Zikrul Hakim), p.35

strategies that can be developed in communication activities are carried out to teach students to do assignments and help students acquire the knowledge needed in carrying out these tasks.

Teaching and learning process as a communication process[7]. The concept of learning in a foreign language is an acquisition process that aims to achieve communication skills[8]. Breen and Candlin explain the importance of learning strategies in teaching linguistics, that strategies that have a communicative nature will be more effective to be applied in teaching and learning English[9]. Communication can occur interpersonally and interpersonally. Interpersonal communication involves many parties because in the process it occurs between a person and several people. Meanwhile, interpersonal communication occurs between a person and at least another person, which is usually between the two people who can immediately know the opposite.

Thanks to such rapid technological advances, communication equipment technology has advanced so that long distances between cities and villages and even between countries can be done in a short time. The progress of communication equipment is so great.

According to Ali Sadikin et al. that:

The use of mobile technology has a major contribution in educational institutions, including the achievement of distance learning goals. In

---

[7]Arief S. Sadiman, et al., *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya,* Jakarta: PT RajaGrafindo Persada, 2007. p.11

[8]Sirli Fuadah Rohmah, *Perspektif Guru Terhadap Pembelajaran Bahasa Inggris Berbasis Pembelajaran Daring,* (2020), File: http://digilib.uinsby.ac.id/46480/. (accessed on 19th August 2021), p.18.

[9]Sirli Fuadah Rohmah, *Perspektif Guru Terhadap Pembelajaran Bahasa Inggris Berbasis Pembelajaran Daring,* (2020), File: http://digilib.uinsby.ac.id/46480/. (accessed on 19th August 2021) p.17-18

addition, online learning allows students to freely study time, and teachers can use applications in the form of classrooms, etc. Various media can also be used to support the implementation of online learning, for example virtual classes using the zoom, Edmodo, Google Classroom, and Schoology application services. The instant messaging application can also be an alternative access to online learning such as the WhatsApp application, telegram etc. Online learning can even be done through social media such as Facebook and Instagram. Because online learning basically connects students with learning resources that are physically separated or even far apart but can communicate, interact or collaborate.[10]

Living side by side with technology not actually able to replace the role of the teacher completely, However, the teacher remains a facilitator to instill social values to students so that they become personal who care about the community and the environment. Still There are several obstacles experienced in the learning process In the Covid-19 pandemic, it creates anxiety and motivate to seek sources of information from practitioners and education observers related to applicable solutions.

The quality of education cannot be separated from the quality of teachers, because teachers are the key to success in education. The 21st century faces a number of challenges, including the rapid development of science, technology, information, and communication, as well as changes that are very dynamic and difficult to predict. The world becomes a borderless region.[11] Teachers, of course, have to go the extra mile in making innovations to maintain students' motivation and enthusiasm for learning. The use of learning methods to the creativity of using technological media is of course very influential in classroom learning for students.

---

[10]Ali Sadikin, et al., *Pembelajaran Daring di Tengah Wabah Covid-19*, *BIODIK: Jurnal Ilmiah Pendidikan Biologi*, 6.2 (2020) https://online-journal.unja.ac.id/biotik (accessed 24 December 2020), p. 216

[11]Idris Apandi, et al., eds., *Guru Profesional Bukan Guru Abal-abal*, (Yogyakarta: DEUPUBLISH(Guru Penerbitan CV BUDI UTAMA, 2017)).p.vi

The using of online system to the English learning has a different specific part with the other lesson. Basically, in language learning it needs to learn more about the vocabularies, and then sentence, next to grammar and so on. And in every single parts of them, have a special explanation that teacher should take attention on it about how to explain it clearly when use the online system. Of course it's not easy. We need to use the internet wisely to understand more and explain more about the lesson.

Based on all of the reason and explanation above, the researcher interest to conduct the research entitled "the analyzing of difficulties in English Learning by online system to the English (EFL) teacher at SMPN 5 Parepare".

B. **Research Questions**

Based on the background above, the researcher formulates the research questions as follow:

1. How is the use of online English learning at SMPN 5 Parepare?
2. What are the English teachers' difficulties in online learning at SMPN 5 Parepare?

C. **Objectives of The Research**

Referring the problem statement above, the objective of the research is formulated as follow:

1. To understand the use of online English learning at SMPN 5 Parepare.
2. To know the English teacher's difficulties in online learning at SMPN 5 Parepare.

D. Significations of The Research

This research is expected to give contribution both theoretical and practical aspects as follows:

1. Theoretical Aspect

    The findings of this research are expected to know the difficulties in online English learning to the EFL teacher at SMPN 5 Parepare in this Covid-19 pandemic.

2. Practical Aspects

    a. English Teachers

       The teacher will develop their strategy to overcome the difficulties.

    b. This research provides information both theoretically and practically for the next researcher who will conduct such as a research in the same or extended field.
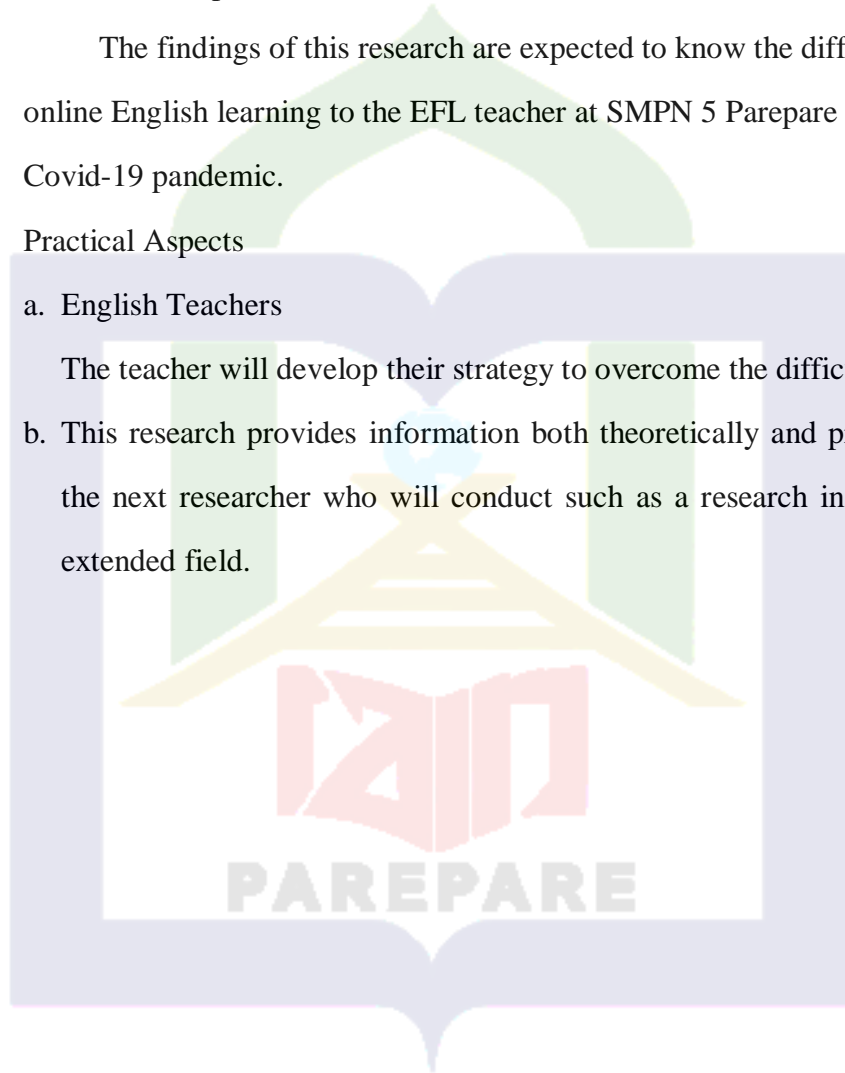
CHAPTER II

REVIEW OF RELATED LITERATURE

This part describes about the description of the previous related research finding, some pertinent ideas, conceptual framework, and Operational Definition of Research Variables.

A. Previous Related Research Findings

There are several research findings which are related to this research, some of previous research findings which are related to this research are describe below:

Florence W. M. Yip and Alvin C. M. Kwan in their research "Online vocabulary games as a tool for teaching English vocabulary" said that vocabulary learning nowadays perceived as boring by learners, especially for those who grew up in the digital age.[1]

Dindin Jamaluddin, et al said that the barriers, solutions, and projections of online learning are important aspects that must be studied in depth. The existence of obstacles in the learning process can reduce student interest in learning (Suryani, 2010). As written by Pangondian et al.(2019) which states that among the factors that are the key to the success of online learning is the availability of facilities and infrastructure. Rusdiana and Nugroho (2020) mention that support from universities and lecturers is an important aspect that support the success of online learning. Harjanto and Sumunar (2018) state that online learning is a process of transforming conventional education into digital form so that it has its

---

[1]Florence W. M. Yip and Alvin C. M. Kwan, *Online vocabulary games as a tool for teaching and learning English vocabulary,*43.3 (2006).

challenges and opportunities. Therefore, there are obstacles in the online learning process, solutions must be found so that future projections of learning with the online system can be mapped by the relevant institutions.[2]

Ali Sadikin, et al., have done the research with research samples were students of Biology Education Study Program. Data were collected by interview through a zoom cloud meeting. Data analysis was performed using the interactive analysis technique of Miles & Huberman. The results showed that: (1) students already have the basic facilities needed to take part in online learning; (2) online learning has flexibility in its implementation and is able to encourage the emergence of independent learning and motivate students to be more active in learning; and (3) distance learning encourages the emergence of social distancing behavior and minimizes the emergence of student crowds so that it might be able to reduce the potential for the spread of Covid-19 in the college environment. Weak supervision of students, lack of signal strength in remote areas, and the high cost of internet credits challenge in on line learning. Increasing learning independence, interest and motivation, the courage to express ideas and questions other benefits of online learning.[3]

Said also by Annisa Suci Rahayu, et al.,that online learning has advantages and disadvantages. The advantage of online learning is the timeliness of starting and ending classes, the drawback is that it requires an adequate internet

---

[2]Dindin Jamaluddin, et al., eds., *Pembelajaran Daring Masa Pandemik Covid-19 Pada Calon Guru: Hambatan, Solusi Dan Proyeksi*, File: http://digilib.uinsgd.ac.id/30518/.(Accessed on July 11th, 2021). p.3

[3]Ali Sadikin, et al., eds., *Pembelajaran Daring di Tengah Wabah Covid-19*, BIODIK: Jurnal Ilmiah Pendidikan Biologi, 2020), p.214. https://online-journal.unja.ac.id/biotik(accessed on December 24th, 2020).

connection. Another drawback is that in online learning using networks and tools that must be adequate, then direct interaction between teachers and students will be hampered because they are physically separated as well as students from one another in this case it is feared that it can hinder the formation of attitudes, values and attitudes morals in learning.[4]

Based on three previous research above, there is no any research about the difficulties to the EFL teacher in online English learning specifically. In this research, the researcher has similarity with some previous studies above. The similarity is about the difficulties of online learning. But the focus object of this research is thedifficulties of online learning to the EFL teacher at SMPN 5 Parepare

B. Some Pertinent Ideas

1. Discourse Analysis

Reported from the KBBI that, analisis /ana-li-sis/ n 1 investigation of an event (writing, deed, and so on) to find out the actual situation (causes, problems, and so on); 2 the elaboration of a subject into its various parts and a study of the parts themselves and the relationship between the parts to obtain a proper understanding and understanding of the meaning of the whole; 3 chemical investigations by describing something to find out the substance of its parts and so on; 4 descriptions after being studied as well as possible; 5 problem solving that begins with a guess at the truth[5].

---

[4]Annisa Suci Rahayu, et al., eds., *Analisis Kesulitan Guru Dalam Pembelajaran Daring di Masa Pandemi Covid-19 di Sekolah Dasar*, *Jurnal PGSD*, 6.2 (2020) https://e-journal.umc.ac.id/index.php/JPS (accessed on December 24th, 2020).

[5]https://kbbi.web.id/analisis.(Accessed on January 20th, 2022)

The word *wacana* comes from the Sanskrit word *vacana* which means 'reading'. The word *vacana* was then entered into the Old Javanese language, the New Javanese language became *wacana* which means to speak, word, or stamp (Baryadi, 2002). The word *wacana* in the New Javanese language was absorbed into Indonesian *wacana* which means speech, conversation, lecture (Poerwadarminta, 2003). In the Big Indonesian Dictionary /wa•ca•na/ n 1 verbal communication; conversation; 2 the whole speech which is a unit; 3 complete language units realized in the form of a complete essay or report, such as novels, books, articles, speeches, or sermons; 4 ability or procedure to think systematically; the ability or processof giving judgments based on common sense; 5 verbal exchange of ideas[6].

From the references above, it can be concluded that discourse is nothing but verbal communication or conversation; or verbal exchange of ideas. It is also noted that discourse is a whole speech which is a unity. Furthermore, the word discourse in Indonesian is used as the equivalent of the English word "discourse". Etymologically discourse comes from the Latin word *discursus* which means 'run here and there'. *Discursus* is a derivative of *discurere* which is a combination of *dis* and *curere* which means 'run, walk fast'. In linguistics, discourse is understood as a lingual unit that is above the sentence level[7].

---

[6]https://kbbi.web.id/wacana.(Accessed on January 20th, 2022)

[7] Antonius Nesi and Ventianus Sarwoyo, *Analisis Wacana (Logis Berwacana dan Santun Bertutur),* Yogyakarta: Nusa Indah, 2012.p.21 https://www.academia.edu/8914539/ANALISIS_WACANA_DISCOURSE_ANALYSIS_. (Accessed on January 20th, 2022).

Discourse analysis is a branch of linguistics that is multidisciplinary. According to Soesono Kartomiharjo, discourse analysis will be easier to learn if we understand sociolinguistics. In Europe, critical discourse has been developed which according to developers like Van Dijk is primarily to examine problems in the social field. Because language problems often become social problems, of course Critical Discourse will be used to help explain or explain language problems that are closely related to social problems or vice versa[8].

Knowledge of the world, which is one of the tools of discourse analysis, we can reappear in our memory to help us interpret everything new that is similar to our knowledge that has been stored in our minds[9]. Therefore, knowledge of the world can be used in teaching languages that do not explain something new, usually not very complete descriptions.Our knowledge of everything in this world is getting more and more. We get all of that in various ways, by studying, by reading books or magazines or other reading materials, or through experiences or stories we hear.

In the Soeseno Journal, Clark and Clark (1977) call it knowledge of the world, while Rumelhart (1977) calls it schema (singular) or schemata

---

[8]Soeseno Kartomihardjo *Analisis wacana dalam pengajaran bahasa,* https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.linguistik-indonesia.org/images/files/AnalisisWacanadalamPengajaranBahasa.pdf&ved=2ahUKEwjwyp6D_731AhUNzTgGHSPMDtEQFnoECBcQAQ&usg=AOvVaw2TroPULNoMNjJ3pxE3WoW4. (Accessed on January 19th, 2022). p. 139

[9]Soeseno Kartomihardjo *Analisis wacana dalam pengajaran bahasa,* https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.linguistik-indonesia.org/images/files/AnalisisWacanadalamPengajaranBahasa.pdf&ved=2ahUKEwjwyp6D_731AhUNzTgGHSPMDtEQFnoECBcQAQ&usg=AOvVaw2TroPULNoMNjJ3pxE3WoW4. (Accessed on January 19th, 2022). p. 128

(plural). Schema or Schemata is widely used to compile an understanding or interpretation of something new, which we have just observed, heard, read, felt and so on[10]. The terms schema and schemata were first proposed by Bartlett (1932) in his theory of remembering. The theory of the scheme / schemata is then considered by psychologists to help humans in understanding a text. These experts also found that it turns out that understanding does not only involve knowledge of the language, but also involves understanding the world[11].

Many experts have made a classification of discourse according to their point of view, or from where a discourse is seen. However, in general, discourse can be classified into two, namely:

    a . Regarding the means, discourse can be classified into two, namely oral discourse and written discourse.

    b. Judging from the use, presentation, and purpose, the discourse can be classified into two, namely prose discourse and poetry discourse.

Prose discourse is further classified into five, namely:

a. Narrative discourse, namely discourse that tells something.

b. Descriptive discourse, namely discourse that describes or describes certain things, people, or places.

---

[10]Soeseno Kartomihardjo *Analisis wacana dalam pengajaran bahasa,* https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.linguistik-indonesia.org/images/files/AnalisisWacanadalamPengajaranBahasa.pdf&ved=2ahUKEwjwyp6D_731AhUNzTgGHSPMDtEQFnoECBcQAQ&usg=AOvVaw2TroPULNoMNjJ3pxE3WoW4. (Accessed on January 19th, 2022). p. 128

[11] Soeseno Kartomihardjo *Analisis wacana dalam pengajaran bahasa,* https://www.linguistik-indonesia.org/images/files/AnalisisWacanadalamPengajaranBahasa.pdf. (Accessed on January 20th ,2022).p. 129

c. Exposition discourse, namely discourse that describes something.

d. Persuasion discourse, namely discourse that invites, prohibits, or even prohibits the reader from doing something.

e. Argumentative discourse, namely discourse that provides arguments or reasons for something[12]

In the field of linguistics, discourse means the most complete language element and is the highest unit in the grammatical hierarchy, which is realized in the form of a complete essay with a complete mandate[13]. As a complete language unit, in that discourse there are complete concepts, ideas, thoughts or ideas, which can be understood by the reader (in written discourse) or listeners (in spoken discourse) without any doubt. As the highest or largest grammatical unit, it means that discourse is formed from sentences or sentences that meet grammatical and other discursive requirements.

Actually, discourse can be seen in terms of information (proposition) and in terms of language (media to convey the proposition). Discourse is a real example of the use of language in communication[14]. Therefore, discourse refers to a larger language unit than just phonemes, morphemes, words, sentences, or paragraphs. Discourse refers to a number of paragraphs,

---

[12] Antonius Nesi and Ventianus Sarwoyo, *Analisis Wacana (Logis Berwacana dan Santun Bertutur),* Yogyakarta: Nusa Indah, 2012.p.21 https://www.academia.edu/8914539/ANALISIS_WACANA_DISCOURSE_ANALYSIS_ . (Accessed on January 19th, 2022).

[13] Quratul Ayni, *Hakikat Wacana,* https://www.academia.edu/37967786/HAKIKAT_WACANA_docx. (Accessed on January 20th 2022).p.1

[14] Amalia, *Hakikat Wacana,* http://amaliabasindoda09.blogspot.com/2012/10/hakikat-wacana.html. (Accessed on January 20th 2022).

conversations, or interviews. It can be concluded that discourse is not about grammatical rules (words, phrases, clauses, sentences, paragraphs), but about something bigger than that, namely the complete recording of communication events, which can be in the form of spoken or written language.

The discussion of discourse is closely related to the discussion of language skills, especially productive language skills, namely speaking and writing. Both discourse and language skills use language as a communication tool. According to Quratul Ayni, writing that the term discourse was first introduced by Harris (1952) by studying the rules of language and explaining how sentences in a text are connected by a kind of extended grammar (Cook, 1989:13), and at that time Harris was much opposed by like-minded American linguists Franz Boas, Edward Sapir, and Bloofield. According to the linguist group, Harris is going against the grain, and language studies should focus on the form and substance of language itself, not other aspects such as those studied by Harris[15].

Discourse with a conversational unit requires communication elements in the form of a source (speaker and writer) and receiver (listener and reader). As Amalia stated that discourse analysis in principle is the analysis of language units above the sentences used in the communication process. For this reason, the analysis cannot be limited to the formation of a language that

---

[15] Quratul Ayni, *Hakikat Wacana,* https://www.academia.edu/37967786/HAKIKAT_WACANA_docx. (Accessed on January 20th 2022).p.10

is free from its purpose and function. Therefore, discourse is closely related to the function of language[16].

2. Learning Difficulties

Yulinda Erma Suryani said in her research that learning difficulties are various disorders in listening, speaking, reading, writing, and arithmetic due to the individual's own internal factors, namely minimal brain dysfunction. Learning difficulties are not caused by external factors in the form of environmental, social, cultural, learning facilities, and others. Unlike physical disabilities, learning difficulties are not obvious and are often referred to as "hidden handicaps".[17] Sometimes this difficulty is not realized by parents and teachers, as a result children who have learning difficulties are often identified as underachievers, lazy, or strange.

And then what the researcher's interested in, is learning difficulties that are influenced by online learning as it has been implemented in the world of education in almost every country. Thus, the learning difficulties referred to in relation to the research title in this research are learning difficulties that do not come from within the students or teachers. Learning difficulties which are the main focus of this research are learning difficulties caused by online learning. In a reference, researcher finds data that can be one of the basic references in this study.

---

[16] Amalia, *Hakikat Wacana,* http://amaliabasindoda09.blogspot.com/2012/10/hakikat-wacana.html. (Accessed on January 20th 2022).

[17]Yulinda Erma Suryani, *Kesulitan Belajar*file:https://www.academia.edu/download/45073734/96-169-1-SM_learning_disabilities.pdf. (Accessed on July 10th). p.34.

Dindin Jamaluddin et. all. stated in the results of their research that of the many obstacles experienced by respondents, there were three types of obstacles that most respondents experienced during online lectures, namely a limited quota of 21.5%, unstable network as much as 23.4% and tasks that accumulate as much as 30.6%. Of course, these three factors must be anticipated by all participants, including the respondents themselves and institutions. As with the limited quota, this must be anticipated by both respondents and institutions. Institutions can implement several strategic steps such as preparing and providing low-quota e-learning applications (does not require large internet quotas) to access them. And this is done by UIN Sunan Gunung Djati Bandung which provides an E-Knows application that does not require a large quota to access it. In addition, there are services in the form of free quotas of tens of gigabytes (GB) in collaboration with providers to access education services.[18]

An unstable network is also an obstacle in the online learning process. The existence of network facilities is the main thing in online system learning, because it is related to the smooth learning process. The existence of respondents who are far from the city center or far from the coverage of the provider network certainly cannot carry out the learning process smoothly.

3. English Learning Difficulties

In the branch of linguistics, learning consists of four aspects, namely listening, speaking, reading and writing. These four aspects must be fully

---

[18]Dindin Jamaluddin, et al., *Pembelajaran Daring Masa Pandemik Covid-19 Pada Calon Guru: Hambatan, Solusi Dan Proyeksi.* File: http://digilib.uinsgd.ac.id/30518/.(Accessed on July 11th, 2021). p.7.

mastered in order to achieve maximum learning outcomes. Based on these four aspects, as stated by Suaibatul Aslamiah in his research that language learning difficulties can be defined as an inability to listen, speak, read and write. Difficulties in these four aspects are the main causes of difficulties in learning English.[19]

In addition, there are three elements of language that play an important role in supporting these four aspects, namely pronunciation, vocabulary and grammar (language structure). So it can be said that learning difficulties in English are not only influenced by the four aspects of learning linguistics, but also influenced by three language elements that support these four aspects. In language practice, pronunciation and vocabulary are the main things. But in written theory, grammar will take the main role supported by vocabulary.

Four aspects, namely listening, speaking, reading and writing as well as three language elements that play an important role in supporting these four aspects, namely pronunciation (pronunciation), vocabulary (vocabulary) and grammar are crucial. This four skills and the three others aspects are the commonly obstacles to solve and also being the crucial things to master language.

---

[19]Suaibatul Aslamiah,,*Kesulitan Belajar Bahasa Inggris Dalam Perpektif Pendidikan*. File: http://journal.iaisambas.ac.id/index.php/prymerly/article/view/325. (Accessed on July 12th, 2021).p.135.

4. The Concept of Online Learning

   a. Definition of Online Learning

   Learning in definition looks as an effort to influence the students to study[20]. In this Pandemic era, it is considered to be dangerous to study in the class by gathering together with the teacher and students in one room. So that, in this Pandemic of Covid-19 the learning procces done by distance. According to Hamzah B. that distance learning is a bunch of learning method which the learning activities done separately.[21]

   So that, the researcher conclude that online learning is a learning process by networking system and needs anything to connected each other by the network. It is related with what Rigianti in Annisa Suci Rahayu et. all that online learning is a form of conventional learning to the digital form or the internet.[22] So that, Cepi Riyana said this online learning needs students and teachers to communicate interactively by take advantage the ICT (Information and Communication Technology) such as computer with its internet.[23] So not only network is needed in this Online Learning but also the tools to connect.

---

[20] Hamzah B. Uno, *Model Pembelajaran Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif, Jakarta: Bumi Aksara* (PT Bumi Aksara, 2014).

[21] Hamzah B. Uno, *Model Pembelajaran Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif*, Jakarta: Bumi Aksara (PT Bumi Aksara, 2014).

[22] Annisa Suci Rahayu, et al., *Analisis Kesulitan Guru Dalam Pembelajaran Daring Di Masa Pandemi Covid-19 Di Sekolah Dasar*, Jurnal PGSD, 6.2 (2020) https://e-journal.umc.ac.id/index.php/JPS (accessed 24 December 2020).

[23] Cepi Riyana, *Konsep Pembelajaran Online*, p.1.15. https://www.pustaka.ut.ac.id (accessed at March 30, 2021).

b. Concept of Online Learning

The concept of online learning in this research is about the way of the EFL teacher delivered their online class. This online learning, delivered in this pandemic Covid-19 which is require the learning process done separately. Distance learning is a bunch of learning method ehich is activities done separately[24]. Technology, as a media of learning.

According to Ali Sadikin et al. that:

> The use of mobile technology has a major contribution in educational institutions, including the achievement of distance learning goals. In addition, online learning allows students to freely study time, and teachers can use applications in the form of classrooms, etc. Various media can also be used to support the implementation of online learning, for example virtual classes using the zoom, Edmodo, Google Classroom, and Schoology application services. The instant messaging application can also be an alternative access to online learning such as the WhatsApp application, telegram etc. Online learning can even be done through social media such as Facebook and Instagram. Because online learning basically connects students with learning resources that are physically separated or even far apart but can communicate, interact or collaborate.[25]

Distance learning for now, done by online method by using technology as media and people call it as online learning.

5. The Concept of EFL Teacher

Teachers are one of two categories of educators, as stated by Oding Supriadi in his book. He said that there are two categories of educators, namely teachers and lecturers. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and

---

[24] Hamzah B. Uno, *Model Pembelajaran Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif,* Jakarta: Bumi Aksara (PT Bumi Aksara, 2014).

[25] Ali Sadikin, et al., *Pembelajaran Daring di Tengah Wabah Covid-19*, *BIODIK: Jurnal Ilmiah Pendidikan Biologi*, 6.2 (2020) https://online-journal.unja.ac.id/biotik (accessed 24 December 2020), p. 216

evaluating students in early childhood education through formal education, basic education, and secondary education. The lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and the arts of education, research, and community service, known as the Tri Dharma of collage[26]. In addition, teacher competence is the result of the incorporation of many types of abilities, which could be in the form of a set of knowledge, skills, and behaviors that must be possessed, mastered, and lived by teachers or lecturers in carrying out their professional duties.[27]

Peter Serdiukov said in his research that If in both ESL and EFL teaching following the communicative approach communicative behavioral patterns of the first type (verbal) are always taught very thoroughly, those of the second and third types (non-verbal and lifestyle ones) are either not taught at all or taught in a very fragmentary manner. This is not a surprising thing. An ESL or EFL teacher who is a native speaker of English often does not do it since it is not required by coursebooks s/he uses, s/he has enough problems on her or his hands without it, and she or he was not taught at the university that this particular problem is so important. An EFL teacher whose not a native speaker of English and who has not herself or himself ever been to the United

---

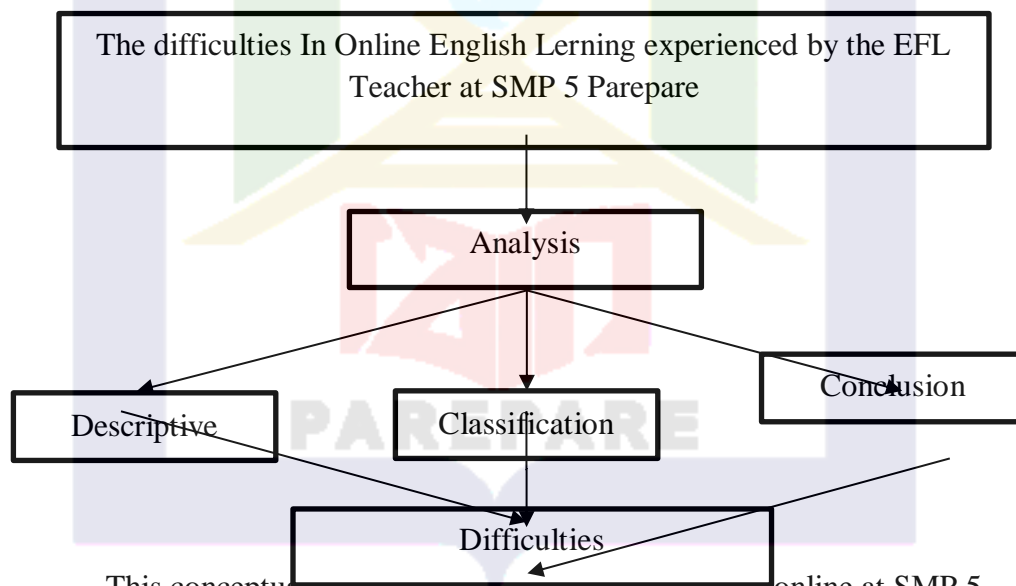[26]Oding Supriadi, *Pengantar Manajemen Pendidikan*, Yogyakarta: LaksBang PRESSindo Yogyakarta, p.39

[27] Jamil Suprihatiningrum, *Guru Profesional: Pedoman Kinerja, Kualifikasi, & Kompetensi Guru*, Yogyakarta: Ar-Ruzz Media, p.99

States or Great Britain does not usually have reliable and comprehensive sources from which to take this particular information.[28]

English Foreign Language (EFL) is English which is taught to students in a foreign, non-English speaking country. English as a Foreign Language (EFL) is the term used to describe the study of English by non-native speaker in country where English is not the dominant language[29]. As it is true in Indonesia where is common to learn to speak more than one foreign language. And base on that definition, EFL teacher is a person who teach about English language as foreign language in a country.

C. Conceptual Framework

The Conceptual framework of this designed as follow:

The difficulties In Online English Lerning experienced by the EFL Teacher at SMP 5 Parepare

Analysis

Descriptive

Classification

Conclusion

Difficulties

This conceptual framework means that the teaching online at SMP 5 Parepare being the focus of the research by analyzing its difficulties.

---

[28]Peter Serdiukov, *EFL Teachers' Professional Development: A Concept, A Model, and Tools*file https://eric.ed.gov/?id=ED439604.(Accessed on July 13th, 2021).p.7.

[29] https://www-thoughtco-com.tranlate.goog/english-as-a-foreign-language-efl-1690597?_x_tr_tl_hl=id&_x_tr_pto=tc,sc

D. Conceptual Definition

1. The Analysis of Difficulties

    The researcher analyzes the difficulties from the data which got from the respondents whose had been interviewed. The researcher used the Miles and Hubarman's theory in data analysis, namely data reduction, data display which is done in the form of brief description, and conclusion drawing/verification.

2. Online English Learning

    Teaching and learning process as a communication process[30]. The concept of learning in a foreign language is an acquisition process that aims to achieve communication skills[31]. Breen and Candlin explain the importance of learning strategies in teaching linguistics, that strategies that have a communicative nature will be more effective to be applied in teaching and learning English[32]. Communication can occur interpersonally and interpersonally. Interpersonal communication involves many parties because in the process it occurs between a person and several people.

    Meanwhile, interpersonal communication occurs between a person and at least another person, which is usually between the two people who can immediately know the opposite.Thanks to such rapid technological advances,

---

[30]Arief S. Sadiman, et al., *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya,* Jakarta: PT RajaGrafindo Persada, 2007. p.11

[31]Sirli Fuadah Rohmah, *Perspektif Guru Terhadap Pembelajaran Bahasa Inggris Berbasis Pembelajaran Daring,* (2020), File: http://digilib.uinsby.ac.id/46480/. (accessed on 19th August 2021), p.18.

[32]Sirli Fuadah Rohmah, *Perspektif Guru Terhadap Pembelajaran Bahasa Inggris Berbasis Pembelajaran Daring,* (2020), File: http://digilib.uinsby.ac.id/46480/. (accessed on 19th August 2021) p.17-18

communication equipment technology has advanced so that long distances between cities and villages and even between countries can be done in a short time. The progress of communication equipment is so great.

3. The Difficulties Experienced by The EFL Teacher

Harjanto and Sumunar (2018) state that online learning is a process of transforming conventional education into digital form so that it has it challenges and opportunities. Therefore, there are obstacles in the online learning process, solutions must be found so that future projections of learning with the online system can be mapped by the relevant institutions[33]. Online learning as an alternative in pandemic Covid-19 especially in the education field, of course it has its own advantage and disadvantages.

As said by Annisa Suci Rahayu, et al.,that online learning has advantages and disadvantages. The advantage of online learning is the timeliness of starting and ending classes, the drawback is that it requires an adequate internet connection. Another drawback is that in online learning using networks and tools that must be adequate, then direct interaction between teachers and students will be hampered because they are physically separated as well as students from one another in this case it is feared that it can hinder the formation of attitudes, values and attitudes morals in learning.[34]

---

[33]Dindin Jamaluddin, et al., eds., *Pembelajaran Daring Masa Pandemik Covid-19 Pada Calon Guru: Hambatan, Solusi Dan Proyeksi*, File: http://digilib.uinsgd.ac.id/30518/.(Accessed on July 11th, 2021). p.3

[34]Annisa Suci Rahayu, et al., eds., *Analisis Kesulitan Guru Dalam Pembelajaran Daring di Masa Pandemi Covid-19 di Sekolah Dasar*, *Jurnal PGSD*, 6.2 (2020) https://e-journal.u mc.ac.id/index.php/JPS (accessed on December 24th, 2020).

And then this researchfocused in learning difficulties that are influenced by online learning as it has been implemented in the world of education in almost every country. Thus, the learning difficulties referred to in relation to the research title in this research are learning difficulties that do not come from within the students or teachers. Learning difficulties which are the main focus of this research are learning difficulties caused by online learning.
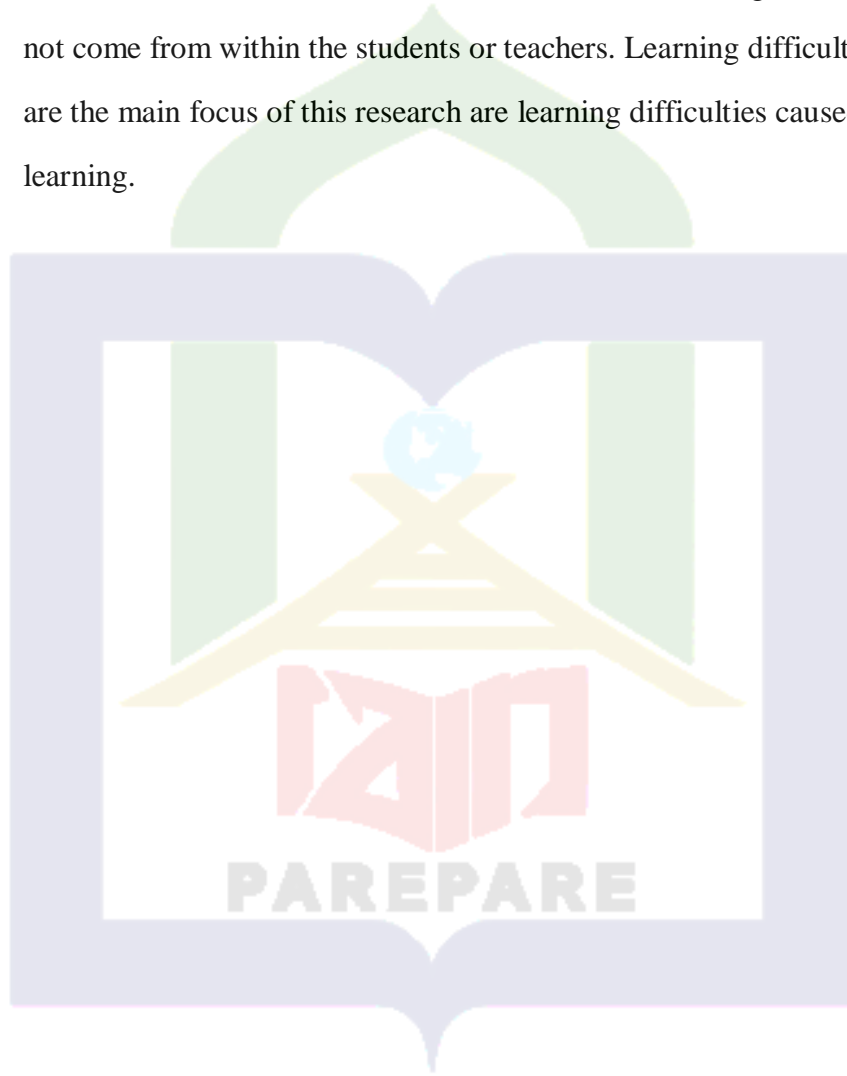
CHAPTER III

RESEARCH METHODOLOGY

This part consists of the guideline to reach the objectives of this research. It provides readers the information about research design, research location and duration, research subjects, research instruments, data collection and analysis as well.

A. Research Method

In this research, the researcher employs descriptive qualitative research. Qualitative refers to get the understanding deeply about the way things are, why they are that way and how participants perceive them.

B. Location and Duration of the Research

1. Location of the Research

   The location of the research took place at SMPN 5 Parepare. This research was focused in English teacher of SMPN 5 Parepare in academic year 2019/2020. The location of SMPN 5 Parepare is in Lumpue, Kec. Bacukiki Barat, Kota Parepare, Sulawesi Selatan.

2. Duration of the Research

   The research used qualitative research to collect and analyze the data. The researcher has analyzed the difficulties of online English learning and researcher has done the interview and audio recording to the English teacher as a sample of this research to get the deeply information about the data. Therefore, the researcher has been done around one month because it needs several time to collect and analyze the data.

C. Subject of the Research

The subject of this research was the English teacher who teaches English in SMPN 5 Parepare.

In this research, the researcher took English teacher as the population of the research. There are four English teachers in SMPN 5 Parepare. There werefour samples also that used in this research, because this research focused on the English teacher who teaches English Language in SMPN 5 Parepare, and those are four subjects.

D. Instrument of the Research

In the qualitative research, the main instrument is the researcher itself. Researcher as human instrument has a function to set the research focus, choose informant as a data source, collecting data, analyze the data, interpret and conclude the data as result of its finding. However, after the research focus becomes clear, it is possible to develop simple research instruments that are expected to complete the data that have been found through observation and interviews.

E. Procedures of Data Collection

To collect the necessary data about teacher's difficulties in online English learning.

1. Observation

Observation is defined as systematic observation and recording of the symptoms that appear on the object of research[1]. Nasution (1988) in Endang Widi Winarti said that observation is the basis of science (159) Scientist work

---

[1] Margono, *Metodologi Penelitian Pendidikan*, Jakarta: PT RINEKA CIPTA, p.158

on the basis of data, which is the fact obtained from observation. Sanifah Faisal (1990) in Endang Widi Winarti classified observation into participant observation, overt observation and covert observation, and unstructured observation.

According to Spradley in Susan Stainback (1990) in Endang Widi Winarti, participant observation can be classified into four kinds, which are passive participant, moderate participant, active participant, and complete participant.[2]

In this research, the researcher will be a passive participant in observation which is not joining to the class instead of just talk to the teacher about the difficulties of online English learning.

2. Interview

Interview is a tool to gather information by asking a number of questions orally to be answered orally as well. The main feature of the interview is direct face-to-face contact between the interviewer and the interviewee, as Margono said.[3]

Esterberg (2002) suggests several types of interviews, namely: Structured Interview, Semistructured Interview, and Unstructured Interview.

---

[2]Endang Widi Winarni, *Teori dan Praktik Penelitian Kuantitatif Kualitatif Penelitian Tindakan Kelas (PTK) Research and Development (R&D)*, Jakarta: Bumi Aksara (PT. Cahaya Prima Sentosa, 2018).p.155-161

[3] Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: PT. RINEKA CIPTA), p.165

a. Structured Interview

Structured Interview used as a data collection technique the value of the researcher or data collector already knows for sure about what information will be obtained.

b. Semistructured Interview

This type of interview has been included in the in-dept interview category with a more independent implementation when compared to structured interviews. The purpose of this type of interview is to find problems more openly, those who are invited to the interview are asked for their opinions and ideas. In conducting interviews, researchers need to listen carefully and record what the informants say.

c. Unstructured Interview

Unstructured interviews are free interviews so that researcher do not use interview guidelines that have been arranged systematically and completely for data collection. The interview guide used is only an outline of the problems to be asked.[4]

So that in this research, the researcher has used the structured interview which is used as a data collection technique the value of the researcher or data collector already knows for sure about what information will be obtained, and semistructured interview which is the purpose of this type of interview is to find problems more openly, those who are invited to the interview are asked for their opinions and ideas.

---

[4]Endang Widi Winarni, *Teori dan Praktik Penelitian Kuantitatif Kualitatif Penelitian Tindakan Kelas (PTK) Research and Development (R&D)*, Jakarta: Bumi Aksara (PT. Cahaya Prima Sentosa, 2018). p.163-164

F. Technique of Data Analysis

Miles and Huberman (1984) in Endang Widi Winarti stated that the activities in qualitative data analysis were carried out interactively and continuously until they were completed so that the data was saturated. Activities in data analysis, namely data reduction, data display, and conclusion drawing/verification.

a. Data Reduction

The data obtained from the field is quite large so it needs to be recorded carefully and in detail. The longer the researcher is in the field, the more the amount of data will be, complex, and complicated. For this reason, it is necessary to immediately conduct data analysis through data reduction. Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. By doing so, the reduced data will provide a clearer picture and make it easier for researchers to conduct further data collection, then look for it if needed..

b. Data Display

In qualitative research, display data can be done in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like. Miles and Huberman (1984) in Endang Widi Winarni said that "The most frequent form of display data for qualitative research data in the past has been narrative text".

c. Conclusion Drawing/Verification

The initial conclusions put forward are still temporary so they will change if no strong evidence is found to support the next stage of data collection. If the conclusions put forward at the initial stage are supported by valid and

consistent evidence, when the researcher returns to the field to collect data, the conclusions put forward are credible.[5] The researcher needs accurate data to find the result of research.

[5]Endang Widi Winarni, Teori *dan Praktik Penelitian Kuantitatif Kualitatif Penelitian Tindakan Kelas (PTK) Research and Development (R&D)*, Jakarta: Bumi Aksara (PT. Cahaya Prima Sentosa, 2018).p.171-174

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

This research was addressed to the English Teacher at SMP 5 Parepare in December 2021. Data collection in this study was conducted by interviewing all of English Teacher at SMP 5 Parepare. Below will be presented the data on the result found:

1. The Use of Online English Learning

At the Corona virus pandemic, social distancing and physical distancing policies required educators and students to carry out online learning. Technology, as a media of learning. Media comes from the word *medóë* which is an intermediary or messenger from the sender to the recipient of the message[1]. Distance learning for now, done by online method by using technology as media and people call it as Online learning.

As the online learning method that used in the conventional school as common, the learning method developed by educators at SMP 5 Parepare when learning, especially English. Theprocess of English learning held by online system by using WhatsApp Application and supported by the others application to make some teaching materials. The applications were usually used by the English Teacher at SMP 5 Parepare such as, Canva, KineMaster, YouTube, Google Drive, and Quizizz.

I use some online applications in teaching English such as WhatsApp, YouTube, Google Drive, and Canva. In teaching English, I use WhatsApp

---

[1]Arief S. Sadiman, et al., *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya,* Jakarta: PT RajaGrafindo Persada, 2007. p.6

todirect my students to watch my material in my YouTube channel, for the students who cannot access my YouTube channel, I give them Google Drive link to read my material.[2]

The teacher were used the other application to make some teaching materials and present it to the students by using WhatsApp Application. For example Kine Master Application, that usually used to make video.

sometimes I used Kine Master Application and sometimes I used WhatsApp application. When I use Kine Mater Application, I make a video, jadi saya buat video itu, I make a video, saya membuat video by using Kine Master Application dengan menggunakan Kine Master kemudian I share it in WhatssApp Application. Jadi saya kirimkan materinya itu ya dalam bentuk video pembelajaran dengan menggunakan Kine Master Application kemudian dikirimkan di grup WhatsApp, yah anak-anak biasanya mengerjakan tugas yang ada di video pembelajaran tersebut.[3]

That is how the English teacher delivered their class when explain about the material. But it was different when the English Teacher going to do evaluation or something. They usually used another application that more specific in learning, such as G-Form, Quizizz, Google Classrom etc.

Sometimes I use also aam Google Form, jadi saya juga biasa membuat Google Form itu untuk testnya, untuk tes misalnya Mid Test ataupun ulangan harian itu biasanya saya menggunakan G-Form yah, atau Google Form yaa, saya buat kemudian saya share juga link nya di grup WhatsApp supaya anak-anak bisa mengisi. Jadi kelebihannya itu anak-anak bisa melihat skornya langsung, jadi saya bisa aamm, anak-anak bisa langsung tau "oh ini salahnya dan ini benarnya" dan seterusnya. Sometimes I also use a Quizizz Application, kadang juga saya memberikan kuis itu atau tugas-tugas itu dalam bentuk quizzes yah, dengan menggunakan aplikasi Quizizz. I made a test about ten numbers and aamm in Quizizz Applications, dengan menggunakan aplikasi Quizizz itu kemudian anak-anak mengerjakan, jadi saya kirimkan link nya di grup sekolah, di grup belajarnya, di grup kelasnya kemudian anak-anak mengerjakan. Jadi anak-anak itu bisa berlomba yah, kadang juga saya memberikannya itu online, maksudnya live yah, jadi anak-anak mengerjakan tugas saat itu jadi mereka seolah-seolah berlomba, jadi seperti itu.[4]

---

[2] Sri, Parepare, Sulsel, Interviewed Via Online WhatsApp, 31st December 2021

[3] Masita, Parepare, Sulsel, Interviewed Via Online WhatsApp, 08th December 2021

[4] Masita, Parepare, Sulsel, Interviewed Via Online WhatsApp, 08th December 2021

2. The English Teacher's Difficulties in Online Learning

From all research respondents, it was found that there were various difficulties experienced by the English teachers at SMPN 5 Parepare. Some of the difficulties include network constraints, limited internet quota.

> *Yes I have, I have some difficulties in teaching English with the online system. Sometimes they can't accessed the material and the tasks because the internet signal, or they have not the internet kuota.*[5]

And there are some students who do not have their own learning tools in the form of mobile phone, and the lack of enthusiasm of the students themselves. One of the English teacher at SMPN 5 Parepare said that the common troubles or difficulties experienced was some students don't have Android (HandPhone).[6]

All of the English teacher said that they faced some difficulties in this Online Learning System. There was an English teacher said that some students did not have mobile phone. From the result of researcher's finding, that the student who did not have an android (mobile phone), they used their parents' mobile phone.

> *...ada beberapa masalah yang dihadapi. Yang pertama mungkin yah itu tadi, bahwa di sekolah kita, some students itu tidak memiliki HP sendiri, yah private phone. Mereka biasanya "nebeng" sama HP nya orangtua atau HP saudaranya sehingga terkadang pembelajaran itu lambat. Ya, jadi kadang pagi diberikan materinya, malam baru ada respon atau besok baru ada respon.*[7]

In this case, the parents of student can oversee their child in the learning process and even guide them to get the better understanding about the material or even the task. In the otherwise, when the parents' of the student use their phone in

---

[5] Sri, Parepare, Sulsel, Interviewed Via Online WhatsApp, 31st December 2021

[6] Hardiani, Parepare, Sulsel, Interviewed Via Online WhatsApp, 09th December 2021

[7] Masita, Parepare, Sulsel, Interviewed Via Online WhatsApp, 08th December 2021

the same time with their child's needs, been the cause of the interference. So this went to be one of the difficulties experienced by the English Teacher.

From the other finding of research, when the researcher asked about what the English teacher think about this Online learning System, that the students lack of response.

> *I think about the lack of students' response.Yah mungkin itu dikarenakan oleh hal-hal lain yang mengganggu seperti bad network, limited kuota, kepemilikan HP yang tidak utuh maksudnya HP itu bukan milik pribadi melainkan milik orangtua ataupun saudaranya siswa, yah bisa jadi seperti itu.*[8]

The students who lack of response in this case, could be the students those do not have mobile phone. So from these two difficulties experienced by the English teacher, it was start from the first cause.

B. Discussion

1. The Use of Online English Learning at SMPN 5 Parepare

Technology, as a media of learning in this Pandemic Covid-19. Distance learning for now, done separately by online method by using technology as media and people call it as Online learning.According to Hamzah B. that distance learning is a bunch of learning method which the learning activities done separately.[9] As the online learning method that used in the conventional school as common, the learning method developed by educators at SMP 5 Parepare when learning, especially English lesson.

Theprocess of English learning held by online system by using WhatsApp Application and supported by the others application to make some teaching

---

[8] Hardiani, Parepare, Sulsel, Interviewed Via Online WhatsApp, 09[th]December 2021

[9]Hamzah B. Uno, *Model Pembelajaran Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif*, Jakarta: Bumi Aksara (PT Bumi Aksara, 2014).

materials.It is related with what Rigianti said that online learning is a form of conventional learning to the digital form or the internet.[10]The applications were usually used by the English Teacher at SMP 5 Parepare such as, Canva, KineMaster, YouTube, Google Drive, and Quizizz. It shows that the online English learning needs media like learning application just like what the researcher was found in this research and also needs the teacher's teaching competence just like what SAA did when made the learning video by using application, and then upload it to her channel before the finally she delivered it by using WhatsApp application.

Cepi Riyana said this online learning needs students and teachers to communicate interactively by take advantage the ICT (Information and Communication Technology) such as computer with its internet.[11]The teacher were used another application to make some teaching materials like KineMaster to make a learning video and present it to the students by using WhatsApp Application. It was confirmed that this online system in this Pandemic era, increased the teachers' teaching competence especially about the modern learning, face to face but distance, doing the interaction between teachers and students in separated place etc. That is how the English teacher delivered their class by using the different applications to make the learning material.But it was different when the English Teacher going to do evaluation or something.

They usually used another application that more specific in learning, such as

---

[10]Annisa Suci Rahayu, et al., *Analisis Kesulitan Guru Dalam Pembelajaran Daring Di Masa Pandemi Covid-19 Di Sekolah Dasar*, Jurnal PGSD, 6.2 (2020) https://e-journal.umc.ac.id/index.php/JPS (accessed 24 December 2020).

[11]Cepi Riyana, *Konsep Pembelajaran Online*, p.1.15. https://www.pustaka.ut.ac.id (accessed at March 30, 2021).

G-Form and Quizizz.The use of variety learning applications shows the way the English Teacher delivered the class by online system in this pandemic covid-19. It was dominated by the using of learning applications as media of this new learning method. All of the English teacher at SMP 5 Parepare use WhatssApp application to delivered their class by using another application to prepare the materials.

2. The English Teacher's Difficulties in Online Learning at SMPN 5 Parepare

Based on the findings above, the researcher conducted an interview to the respondents as teacher who teaches English lesson at SMP 5 Parepare, and faced the pandemic Covid-19 era which forced all the learning process done separately. Then the researcher found some troubles/difficulties that faced by the English teachers at SMP 5 Parepare. The troubles/difficulties experienced by the English teacher at SMP 5 Parepare such as, network constraints, limited internet quota, there are some students who do not have their own learning tools in the form of mobile phone or Laptop, and the lack of enthusiasm of the students themselves.

All of English teacher said that they face some difficulties in this Online Learning System. There of the English teacher said that some students do not have mobile phone. And another English teacher said that the students are lack of response. From the result of researcher's finding, that the student who does not have an android (mobile phone), they used their parents' mobile phone.

The researcher thought that In this case, the parents of student can oversee their child in the learning process and even guide them to get the better understanding about the material or even the task. In the otherwise, when the parents' of the student use their phone in the same time with their child's needs,

been the cause of the interference. So this went to be one of the difficulties experienced by the English Teacher.

In this situation, it looks that the teacher tried to analyze and understand the students' condition in this Pandemic. The students who lack of response in this case, could be the students those do not have mobile phone. So from these two difficulties experienced by the English teachers, it was start from the first cause, that is the student do not have private tool. It showed that the difficulties are connected in some conditions.

In another case, it was not always about that only case. Base on what Cepi Riyana said that this online learning needs students and teachers to communicate interactively by take advantage the ICT (Information and Communication Technology) such as computer with its internet[12]. The researcher found that an unstable network is also an obstacle in the online learning process. The existence of network facilities is the main thing in online system learning, because it is related to the smooth learning process. The existence of respondents who are far from the city center or far from the coverage of the provider network certainly cannot carry out the learning process smoothly.

---

[12]Cepi Riyana, *Konsep Pembelajaran Online*, p.1.15. https://www.pustaka.ut.ac.id (accessed at March 30, 2021).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of the study, the researcher put forward following conclusions:

1. The research of data analysis from Interview showed that the way the English Teacher delivered the class by online system in this pandemic covid-19. It was dominated by the using of learning applications as media of this new learning method. All of English teachers at SMP 5 Parepare use WhatssApp application to delivered their class by using another application to prepare the materials.The applications were usually used by the English Teacher at SMP 5 Parepare such as, Canva, KineMaster, YouTube, Google Drive, and Quizizz. It shows that the online English learning needs media like learning application just like what the researcher was found in this research. And about the task or examination, the teacher used the specific learning application such as G-Form and Quizizz.The use of variety learning applications shows the way the English Teacher delivered the class by online system in this pandemic covid-19. It was dominated by the using of learning applications as media of this new learning method.

2. The researcher found some troubles/difficulties experienced by the English teachers at SMP 5 Parepare. The troubles/difficulties experienced by the English teachers at SMP 5 Parepare such as, network constraints, limited internet quota, there are some students who do not have their own

38

learning tools in the form of mobile phone or Laptop, and the lack of enthusiasm of the students themselves. The students who lack of response in this case, could be the students those do not have mobile phone or laptop. So, it was started from the cause that is the student do not have private online learning tools, and then the impact is about the students' online learning response. It also could be caused by the mobile game, as the researcher was found that one of the parents of student at SMP 5 Parepare told the researcher that her son using the mobile phone to study but sometimes she cannot control the game distraction, so it also could be the cause of the students' lack of response.

B. Suggestion

Based on the research, the researcher gives some suggestion as follow:

1. The teacher has to know many ways to teach English directly and also by online system so that, it makes the teacher has more teaching competence in the different learning situation just like in this pandemic. The researcher was thinking that this pandemic had given the teacher more experience about the way to make the learning process running well and enjoyable. The choice of a good media lies in the attitude of the teachers in understanding their students, understanding the conditions, character and duties of the educators themselves.

2. The results obtained from several references and other supporting materials are expected to provide broader insight to future teacher candidates. The candidate of teacher is a person who can influence the students in the learning process. This online system teaching has a big impact to the learner and also

the teacher. It was good to increase the teacher's teaching competence in this 4.0 era, with one condition that, all of parties can participate or cooperate to succeed it. This pandemic era and it's online system learning could give a good preparation to face the upcoming educational era.

BIBLIOGRAPHY

Ali, Mohammad, *Metotologi & Aplikasi: Riset Pendidikan*, Jakarta: PT Bumi Aksara.

Amalia, *Hakikat Wacana,* http://amaliabasindoda09.blogspot.com/2012/10/hakikat-wacana.html. (Accessed on January 20th 2022).

Apandi, Idris & Sri Rosdianti, 2017. *Guru Profesional Bukan Guru Abal-abal*, Yogyakarta: DEUPUBLISH(Guru Penerbitan CV BUDI UTAMA, 2017).

Aslamiah, Suaibatul, *Kesulitan Belajar Bahasa Inggris Dalam Perpektif Pendidikan*. File: http://journal.iaisambas.ac.id/index.php/prymerly/article/view/325. (Accessed on July 12th, 2021).

Ayni, Quratul, *Hakikat Wacana,* https://www.academia.edu/37967786/HAKIKAT_WACANA_docx. (Accessed on January 20th 2022).

Darmawan, Deni, *Mobile Learning: Sebuah Aplikasi Teknologi Pembelajaran*, Jakarta: Rajawali Pers, 2016.

Fischer, Frank et. al., *Metode Kualitatif-Interpretif dan Penelitian Kualitatif dalam Kebijakan Publik (Handbook Analisis Kebijaka Publik),* Diterjemahkan dari judul: *Handbook of Public Policy Analysis. Teory, Politics, and Methods*, NUSAMEDIA, Perpustakaan Nasional RI: Katalog Dalam Terbitan(KDT).

Jamaluddin, Dindin et al., *Pembelajaran Daring Masa Pandemik Covid-19 Pada Calon Guru: Hambatan, Solusi Dan Proyeksi*. File: http://digilib.uinsgd.ac.id/30518/.(Accessed on July 11th, 2021).

Kartomihardjo, Soeseno, *Analisis wacana dalam pengajaran bahasa,* https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.linguistikindonesia.org/images/files/AnalisisWacanadalamPengajaranBahasa.pdf&ved=2ahUKEwjwyp6D_731AhUNzTgGHSPMDtEQFnoECBcQAQ&usg=AOvVaw2TroPULNoMNjJ3pxE3WoW4. (Accessed on January 19th, 2022).

Leba, Umbu Tagela Ibi and Sumardjono Padmomartono, *Profesi Pendidikan*. Yogyakarta: Penerbit Ombak. 2014.

Margono, *Metodologi Penelitian Pendidikan*, Jakarta: PT RINEKA CIPTA.

Nesi, Antonius and Ventianus Sarwoyo, *Analisis Wacana (Logis Berwacana dan Santun Bertutur),* Yogyakarta: Nusa Indah, 2012.p.21 https://www.academia.edu/8914539/ANALISIS_WACANA_DISCOURSE_ANALYSIS_. (Accessed on January 20th, 2022).

Rahayu, Annisa Suci et al., *Analisis Kesulitan Guru Dalam Pembelajaran Daring di Masa Pandemi Covid-19 di Sekolah Dasar*, Jurnal PGSD, 6.2 (2020) https://e-journal.umc.ac.id/index.php/JPS (accessed 24 December 2020).

Riyana, Cepi, *Konsep Pembelajaran Online,* p. 1.15. https://www.pustaka.ut.ac.id (accessed at March 30, 2021).

Rohmah, Sirli Fuadah, *Perspektif Guru Terhadap Pembelajaran Bahasa Inggris Berbasis Pembelajaran Daring,* (2020), File: http://digilib.uinsby.ac.id/46480/ . (accessed on 19th August 2021).

Sadikin, Ali et al., *Pembelajaran Daring di Tengah Wabah Covid-19*, BIODIK: Jurnal Ilmiah Pendidikan Biologi, 6.2 (2020) https://online-journal.unja.ac.id/biotik (accessed 24 December 2020).

Sadiman, Arief S., et al., *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya,* Jakarta: PT RajaGrafindo Persada, 2007.

Sulhan, Najib, *Guru yang Berhati Guru*, Jakarta: Penerbit Zikrul Hakim. 2016.

Supriadi, Oding, *Pengantar Manajemen Pendidikan*, Yogyakarta: LaksBang PRESSindo Yogyakarta.

Suprihatiningrum, Jamil, *Guru Profesional: Pedoman Kinerja, Kualifikasi, & Kompetensi Guru*, Yogyakarta: Ar-Ruzz Media.

Suryani, Yulinda Erma, *Kesulitan Belajar,* file:https://www.academia.edu/download/45073734/96-169-1-SM_learning_disabilities.pdf. (Accessed on July 10th).

Uno, Hamzah B., *Model Pembelajaran Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif,* Jakarta: Bumi Aksara (PT Bumi Aksara). 2014.

Winarni, Endang Widi, *Teori dan Praktik Penelitian Kuantitatif Kualitatif Penelitian Tindakan Kelas (ptk) Research and Development (r&d).* Jakarta: Bumi Aksara (PT. Cahaya prima sentosa). 2018.

Wijaya, Helaluddin Hengki, *Analisis Data Kualitatif Sebuah Tinjauan Teori dan Praktik*, (Accessed on August 1st, 2021).

Yip, Florence W. M. and Alvin C. M.Kwan, *Online vocabulary games as a tool for teaching and learning English vocabulary,* 43.3 (2006

APPENDICES

Appendix 1: Transcribe Interview

1. Informant 1

Bismillahirrahmanirrahim, Asslamu'alaikum Wr.Wb.. My name is Masita Basri, S.Pd., M.Pd. aamm I'm a teacher in SMP Negeri 5 Parepare, eee my education is Post graduated Makassar State University atau S2 di Universitas Negri Makassar. Okey, selama pembelajaran Bahasa Inggris dengan sistem online, sometimes I used some tools ya biasanya saya menggunakan itu, Handphone, kemudian sometimes I use Laptop or… yah Laptop, to make some videos, yah untuk membuat video itu biasanya menggunakan Laptop. And then about, and then about the application during the English Learing in Online System, Sometimes I used WhatsApp, of course WhatsApp application and sometimes I used KineMAster. Jadi untuk sharing materinya biasanya menggunakan aplikasi WhatsApp dan untuk membuat video pembelajarannya biasanya saya menggunakan Kine Master. Aa sebenarnya bagus juga untuk mengajarkan anak-anak itu bagus juga sebenarnya menggunakan Zoom, cuman anak-anak(para siswa SMP 5 Parepare) tidak familiar dengan aplikasi Zoom itu, mengingat mereka juga bukan punya ee tidak sedikit di antara mereka itu yang hanya "nebeng" di hp orang tua atau saudaranya. Okay about how to use Onlie Media in learning English, like I said before that sometimes I used Kine Master Application and sometimes I used WhatsApp application. When I use Kine Mater Application, I make a video, jadi saya buat video itu, I make a video, saya membuat video by using Kine Master Application dengan menggunakan Kine Master kemudian I share it in WhatssApp Application. Jadi saya kirimkan

III

materinya itu ya dalam bentuk video pembelajaran dengan menggunakan Kine Master Application kemudian dikirimkan di grup WhatsApp, yah anak-anak biasanya mengerjakan tugas yang ada di video pembelajaran tersebut. Sometimes I use also aam Google Form, jadi saya juga biasa membuat Google Form itu untuk testnya, untuk tes misalnya Mid Test ataupun ulangan harian itu biasanya saya menggunakan G-Form yah, atau Google Form yaa, saya buat kemudian saya share juga link nya di grup WhatsApp supaya anak-anak bisa mengisi. Jadi kelebihannya itu anak-anak bisa melihat skornya langsung, jadi saya bisa aamm, anak-anak bisa langsung tau "oh ini salahnya dan ini benarnya" dan seterusnya. Sometimes I also use a Quizizz Application, kadang juga saya memberikan kuis itu atau tugas-tugas itu dalam bentuk quizzes yah, dengan menggunakan aplikasi Quizizz. I made a test about ten numbers and aamm in Quizizz Applications, dengan menggunakan aplikasi Quizizz itu kemudian anak-anak mengerjakan, jadi saya kirimkan link nya di grup sekolah, di grup belajarnya, di grup kelasnya kemudian anak-anak mengerjakan. Jadi anak-anak itu bisa berlomba yah, kadang juga saya memberikannya itu online, maksudnya live yah, jadi anak-anak mengerjakan tugas saat itu jadi mereka seolah-seolah berlomba, jadi seperti itu, tapi ee biasanya yang mengikuti lomba secara live ini dengan Quizizz itu cuman lima orang, yah karna itu tadi kadang mereka tidak langsung online di saat pelajaran itu. Kadang malam, atau kadang juga besok harinya baru kerja tugas, seperti itu. Oke the five, number five about the troubles or difficulties, of course… of course I faced it, selama pembelajaran online itu banyak yah, banyak bukan banyak sih, ada beberapa masalah yang dihadapi. Yang pertama mungkin yah itu tadi, bahwa di sekolah kita, some students itu tidak memiliki HP sendiri,

IV

yah private phone. Mereka biasanya "nebeng" sama HP nya orangtua atau HP saudaranya sehingga terkadang pembelajaran itu lambat. Ya, jadi kadang pagi diberikan materinya, malam baru ada respon atau besok baru ada respon. And then the second is, ada juga beberapa anak-anak di antara mereka itu yang apa, they don't care anymore jadi mereka itu tidak peduli lagi dengan pembelajaran. Mungkin mereka tidak sengaja tidak peduli tapi mereka tidak peduli itu mungkin karna di rumah itu mereka disibukkan dengan hal-hal yang lain, playing games misalnya, atau bermain game atau menonton, watching television atau juga mungkin ada diantara mereka yang harus membantu orangtuanya. Yah daripada duduk nongkrong di rumah "main HP' yah istilahnya orangtua yah lebih baik mereka diajak untuk pergi bekerja mencari nafkah misalnya kayak nelayan, atau menjual di pasar atau menjadi buruh, yah seperti itu. Jadi, some of the parents itu menganggap bahwa yah "Online" itu libur, jadi anak-anak itu istilahnya tidak sekolah kalau online, mereka diarahkan untuk melakukan hal-hal yang lain mungkin kayak bekerja dan seterusnya. Yah about the teaching English in online system for the foreign language, I think that it's not easy yah, as a teacher I think it's not easy. Jadi menurut saya sebagai seorang guru yang mengajarkan bahasa Inggris yang mana Bahasa Inggris sebagai foreign language, itu tidak mudah yah, tatap muka langsung saja terkadang seorang guru itu betul-betul harus ekstra menerapkan beberapa metode pembelajaran kemudian mencari media-media pembelajaran yang menarik untuk bisa mendapatkan respon yang maksimal dari anak-anak. Apalagi kalau secara online, yah tentu ini akan lebih sulit lagi, jadi untuk pembelajaran online sebenarnya di satu sisi itu cukup menarik bagi seorang guru, bagi saya pribadi yah, bagi saya pribadi mengajar online itu menarik yah.

V

Memang awalnya kita agak sedikit bosan tapi setelah mengalir, berjalannya waktu itu sebenarnya menarik karna kita secara online itu kita bisa mengeksplore yah, mengeksplore beberapa aplikasi-aplikasi yang menarik yang bisa kita terapkan ketika kita mengajar online, jadi seperti yang kemarin itu sempat saya ancang-ancang untuk memakai Mentimeter, ya kemudian memakai Kahoot!, kemudian ada juga Cross word ya teka-teki silang. Sebenarnya banyaklah, banyak aplikasi-aplikasi yang ingin saya gunakan dalam pembelajaran Bahasa Inggris secara online, cuman yah itu tadi, kembali ke anaknya. Karena, mereka tidak siap, ya bukan mereka tidak siap, mereka belum siap untuk bisa memaksimalkan diri mereka belajar dalam kondisi online seperti ini, dengan kendala-kendala yang saya sampaikan tadi bahwa mereka itu sebenarnya tidak, sebagian besar dari mereka itu berasal dari keluarga yang kurang mampu, sehingga HP itu bukan milik pribadi tapi nebeng di orangtua, mama atau bapak, atau kakak atau saudara. Jadi, ketika orangtuanya berangkat kerja pagi, yah mereka baru bisa memberikan respon itu di malam hari itupun hanya sebagian saja, sebagian besar lagi, mereka memilih tidak terlibat aktif dalam pembelajaran secara online. Jadi, sebenarnya di situ yah, halangannya anak-anak, mereka belum siap dari segi gadget mereka, dari segi media mereka sendiri yakni HandPhone, yah yang kedua juga kondisinya mereka, mungkin sebagia besar mereka memilih untuk meninggalkan pembelajaran online itu dan memilih untuk bekerja, mencari nafkah membantu orangtua dan seterusnya. Yah, beda mungkin dengan dengan anak-anak di SMP lain yah, betul-betul mereka beresal dari keluarga yang agak menengah ke atas jadi mereka masing-masing punya HP ataupun dibrikan HP ketika pembelajaran online ini. Kemudian yang ke-dua juga mereka tidak perlu repot-repot keluar,

membantu orangtuanya cari nafkah jadi mereka cukup enteng di rumah, sehingga mereka lebih maksimal. Kalau anak-anak kami di SMP 5 itu tidak. Jadi inilah kesusahannya, this is the difficulties for us, as a teacher in English Learning by online system, yah I think that's all thank you.

2. Informant 2

My name is Hj. Hardiani, S.Pd., I'm a teacher of SMP Negri 5 Parepare. My last education is S1. Selama pembelajaran Bahasa Inggris dengan sistem online, sometimes I used some tools, and tools are used in English learning by online system are HandPhone and Laptop. And about the application during the English Learing in Online System, usually I used WhatsApp Application. Next about how to use online media in learning English, usually I send teaching material and worksheet via WA(WhatsApp). Have you gotten some troubles/difficulties in teaching English with the Online System?, yes, I have gotten some troubles/difficulties. The common troubles or difficulties experienced by me, is some students don't have Android (HandPhone). And the last, I think about this Online System Teaching, especially in teaching English as a foreign language, I think about the lack of students' response. Yah mungkin itu dikarenakan oleh hal-hal lain yang mengganggu seperti bad network, limited kuota, kepemilikan HP yang tidak utuh maksudnya HP itu bukan milik pribadi melainkan milik orangtua ataupun saudaranya siswa, yah bisa jadi seperti itu. Apapun itu, terkait dengan semuanya ataupun terlepas dari semua itu, secara keseluruhan the students lack of response. Saking lack of response nya meeka, mereka sampai bersikap seolah-olah online learning itu libur. I think that's all.

3. Informant 3

My name is Ramli Umar, S.Pd., I'm one of English teacher in SMP Negeri 5 Parepare, and I took English Department in graduate program. In teaching English, in this pandemic Covid-19, I use two tools namely Laptop and Android. I use some online applications in teaching English such as WhatsApp, YouTube, Google Drive, and Canva. In teaching English, I use WhatsApp to direct my students to watch my material on YouTube channel, for the students who cannot access the YouTube channel, I give them Google Drive link to read the material. Yes I have, I have some difficulties in teaching English with the online system. Sometimes they can't accessed the material and the tasks because the internet signal, or they have not the internet kuota. I also sometimes have a trouble with their response that too slow or even no response in the class because as I know that some of the students don't have private tools like SmartPhone or Laptop so they just use their relatives' tools. I think this online system teaching is good enough to increase our teaching competence in this 4.0 era, but in one condition, all of parties can participate or cooperate to succeed it.

4. Informant 4

My name is Sri Adriana Adnan, I'm one of an English teacher in SMP Negeri 5 Parepare, I finished my study in Muhammadiyah University of Parepare, I took English Department in graduate program. In teaching English in this pandemic Covid-19, I use two tools namely Laptop and Android. I use some online applications in teaching English such as WhatsApp, YouTube, Google Drive, and Canva. In teaching English, I use WhatsApp to direct my students to watch my material in my YouTube channel, for the students who cannot access

my YouTube channel, I give them Google Drive link to read my material. And then, to make my material I use Canva application, It's very useful and fairful in making the attractive material, then I use Google Form to give my students task and exams. Yes I have, I have some difficulties in teaching English with the online system. Sometimes they can't accessed the material and the tasks because the internet signal, or they have not the internet kuota. I think this online system teaching is good enough to increase our teaching competence in this 4.0 era, but in one condition, all of parties can participate or cooperate to succeed it.
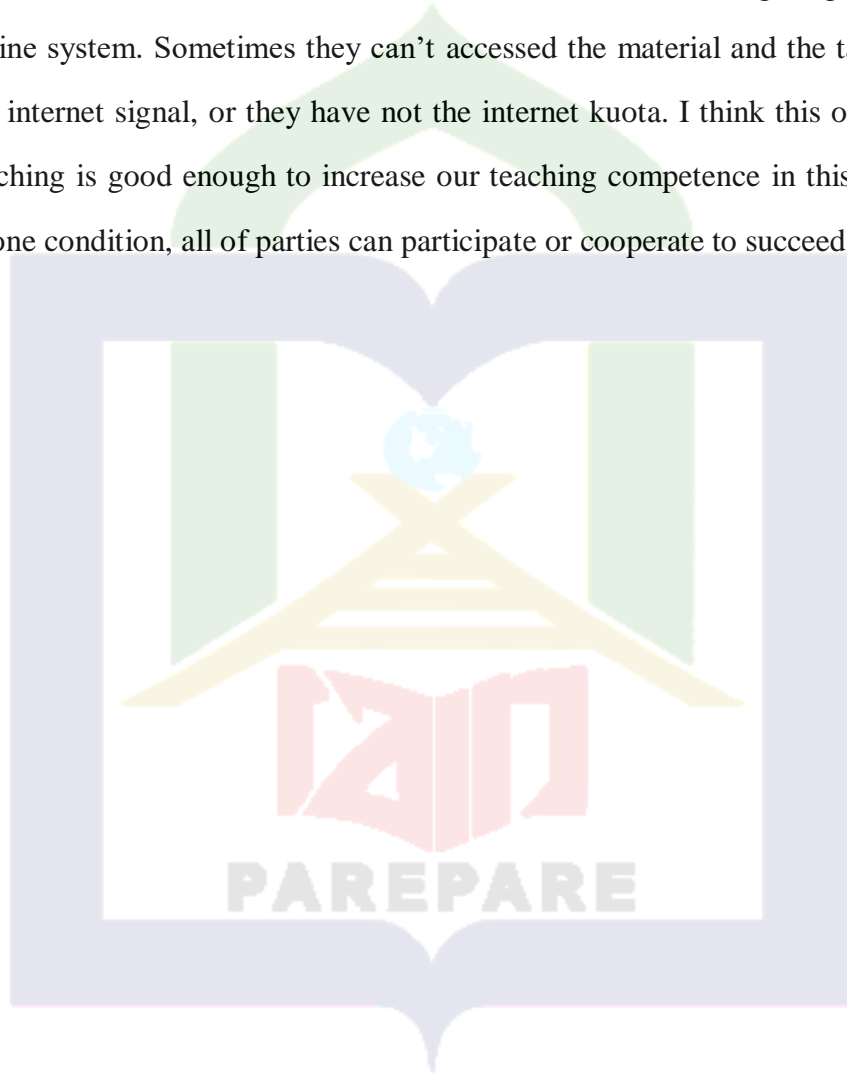
Surat Keterangan Wawancara

Yang bertanda tangan di bawah ini :

Nama : HJ. Hardiani,

Alamat : Jl. Kolapa Gading, Perum Yasmin 1 Blok A 19

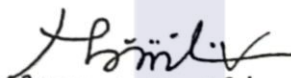Pekerjaan : Guru SMP Neg. 5 PARAPARE
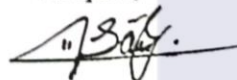
Menerangkan bahwa :

Nama : Muh. Firmansyah. JN

Nim : 17.1300.054

Jurusan : Pendidikan Bahasa Inggris

Benar telah melakukan wawancara untuk memperoleh data dalam rangka penulisan skripsi yang berjudul "The Analysis of Difficulties in online English Learning Experienced by the EFL Teacher at SMPN 5 PAREPARE".

Demikian surat keterangan ini saya buat untuk dipergunakan sebagaimana mestinya.

Parepare,

Hj. Hardiani,

(197010201995122003)

Surat Keterangan Wawancara

Yang bertanda tangan di bawah ini :

Nama : MASITA BASRI, S.Pd., M.Pd

Alamat : BTN Pondok Indah Blok B No.3

Pekerjaan : Guru

Menerangkan bahwa :

Nama : Muh. Firmansyah. JN

Nim : 17.1300.054

Jurusan : Pendidikan Bahasa Inggris

Benar telah melakukan wawancara untuk memperoleh data dalam rangka penulisan skripsi yang berjudul "The Analysis of Difficulties in online English Learning Experienced by the EFL Teacher at SMPN 5 PAREPARE".

Demikian surat keterangan ini saya buat untuk dipergunakan sebagaimana mestinya.

Parepare,

Masita Basri, S.Pd.M.Pd
(19850128 200903 2 003)

Surat Keterangan Wawancara

Yang bertanda tangan di bawah ini :

Nama : RAMLI UMAR, S.Pd

Alamat : Jl. Pinggir Laut No. 16.C

Pekerjaan : GURU UPTD SMPN 5 PAREPARA

Menerangkan bahwa :

Nama : Muh. Firmansyah. JN

Nim : 17.1300.054

Jurusan : Pendidikan Bahasa Inggris

Benar telah melakukan wawancara untuk memperoleh data dalam rangka penulisan skripsi yang berjudul "The Analysis of Difficulties in online English Learning Experienced by the EFL Teacher at SMPN 5 PAREPARE".

Demikian surat keterangan ini saya buat untuk dipergunakan sebagaimana mestinya.

Parepare, 08 Februari 2022

RAMLI UMAR, S.Pd
197204281999031012

Surat Keterangan Wawancara

Yang bertanda tangan di bawah ini :

    Nama   : SRI ANDRIYANA ADNANG

    Alamat   : Jl. H.A. Muh. Arsyad NO.127

    Pekerjaan   : GURU UPTD SMPN 5 PAREPARE

Menerangkan bahwa :

    Nama   : Muh. Firmansyah. JN

    Nim   : 17.1300.054

    Jurusan   : Pendidikan Bahasa Inggris

Benar telah melakukan wawancara untuk memperoleh data dalam rangka penulisan skripsi yang berjudul "The Analysis of Difficulties in online English Learning Experienced by the EFL Teacher at SMPN 5 PAREPARE".

Demikian surat keterangan ini saya buat untuk dipergunakan sebagaimana mestinya.

Parepare,

Sri Andriyana Adnang
(198803032020122006)

XIII

APPENDIX 2 : INSTRUMENT

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id

VALIDASI INSTRUMEN PENELITIAN SKRIPSI

NAMA MAHASISWA   : MUH. FIRMANSYAH.JN

NIM   : 17.1300.054

FAKULTAS/PRODI   : TARBIYAH/ TADRIS BAHASA INGGRIS

JUDUL   : THE ANALYSIS OF DIFFICULTIES IN ONLINE ENGLISH LEARNING TO THE EFL TEACHER AT SMPN 5 PAREPARE

INSTRUMENT OF RESEARCH

OBSERVATION AND INTERVIEW GUIDE

A. **To the EFL Teacher**
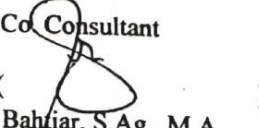
1. Identity (name, occupation, last education)
2. What tools are used in English learning by online system?
3. What kind of online application that used in English learning by online system?
4. How to use online media in learning English?
5. Have you gotten some troubles/difficulties in teaching English with the online system?
6. What are the difficulties experienced in teaching English with the online system?
7. What do you think about this online system teaching especially in teaching English as a foreign language?.

After looking at the interview guidelines in the preparation of the researcher's thesis in accordance with the title, it is basically deemed to have met the feasibility of being used in research.

Parepare, 24th September 2021

Mengetahui,

Consultant

( )

Drs. Isman Latief, M.M.
19631207 198703 1 003

Co. Consultant

( )

Bahtiar, S.Ag,. M.A.
19720505 199803 1 004

XIV

APPENDIX 3 : RESEARCH ALLOWANCE

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor   : B.3352/In.39.5.1/PP.00.9/11/2021
Lampiran : 1 Bundel Proposal Penelitian
H a l   : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-

    Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	:	Muh. Firmansyah. JN
Tempat/Tgl. Lahir	:	Parepare, 23 Juni 1999
NIM	:	17.1300.054
Fakultas / Program Studi	:	Tarbiyah / Pendidikan Bahasa Inggris
Semester	:	IX (Sembilan)
Alamat	:	Desa Masolo, Kec. Patampanua, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul :

"The Analysis Of Difficulties In Online English Learning Experienced By The EFL Teacher At SMPN 5 Parepare"

Pelaksanaan penelitian ini direncanakan pada bulan November sampai bulan Desember Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 12 November 2021
Wakil Dekan I,

Muh. Dahlan Thalib

Tembusan :
1. Rektor IAIN Parepare
2. Dekan Fakultas Tarbiyah

PEMERINTAH KOTA PAREPARE

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 768/IP/DPM-PTSP/11/2021

Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 45 Tahun 2020 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

M E N G I Z I N K A N

KEPADA

NAMA	:	**MUH. FIRMANSYAH. JN**
UNIVERSITAS/ LEMBAGA	:	**INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan	:	**TARBIYAH / PENDIDIKAN BAHASA INGGRIS**
ALAMAT	:	**MASOLO II, KEC. PATAMPANUA KAB. PINRANG**
UNTUK	:	melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE ANALYSIS OF DIFFICULTIES IN ONLINE ENGLISH LEARNING EXPERIENCED BY THE EFL TEACHER AT SMPN 5 PAREPARE**

LOKASI PENELITIAN : **DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA PAREPARE (UPTD. SMPN 5 PAREPARE)**

LAMA PENELITIAN : **16 November 2021 s.d 16 Desember 2021**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di : **Parepare**
Pada Tanggal : **22 November 2021**

Plt. KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE

Dra. Hj. AMINA AMIN

Pangkat : Pembina Utama Muda, (IV/c)
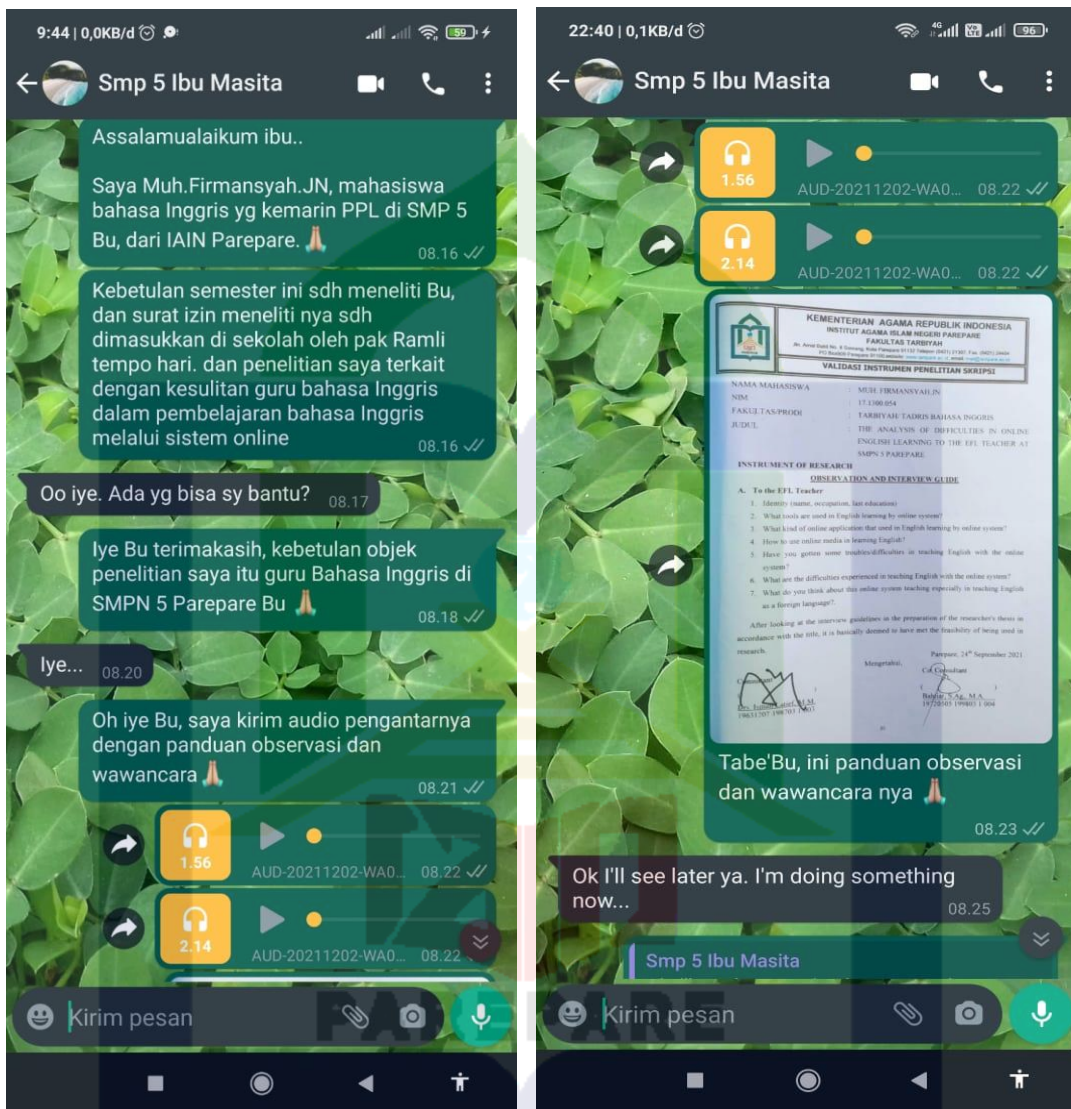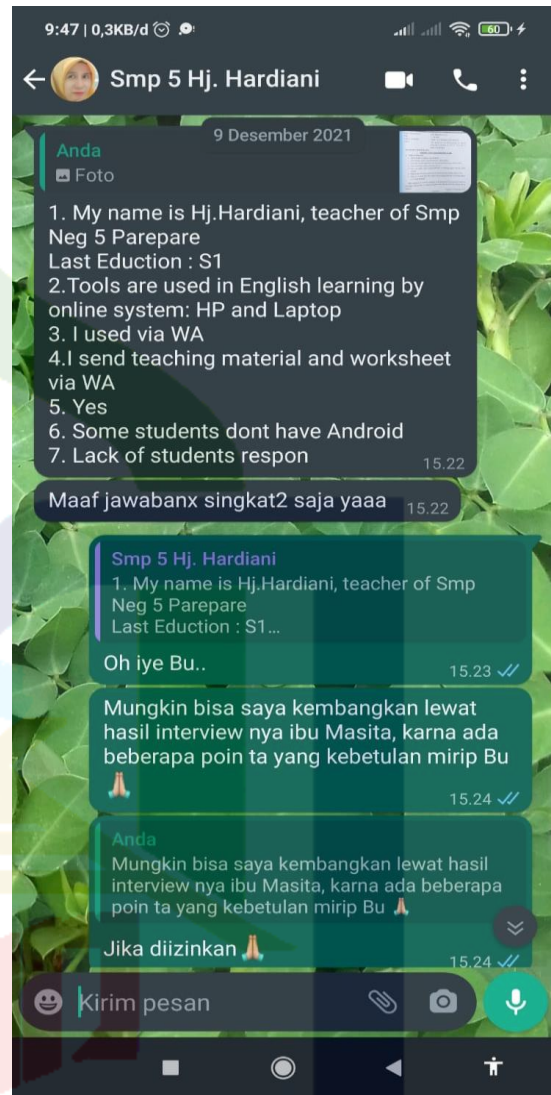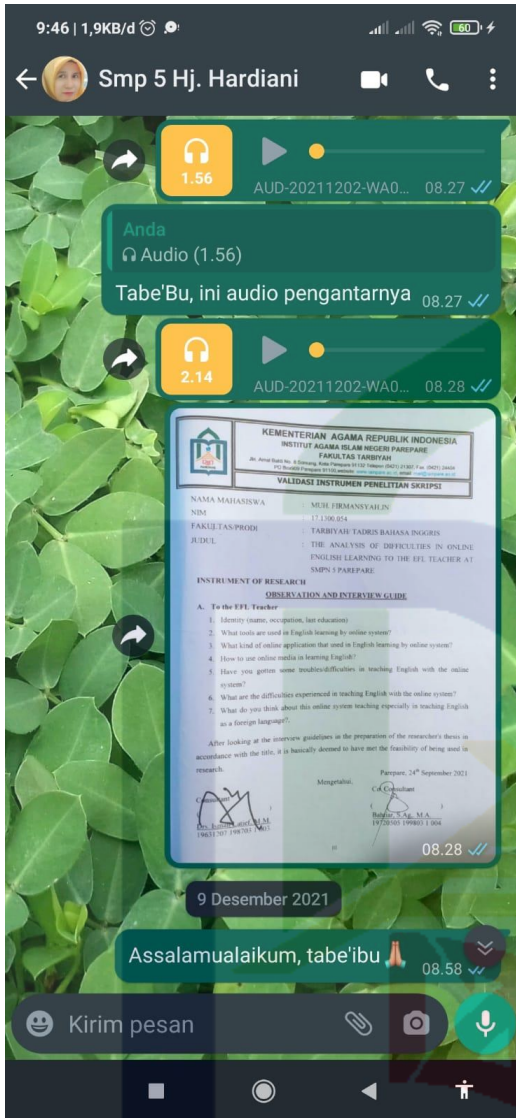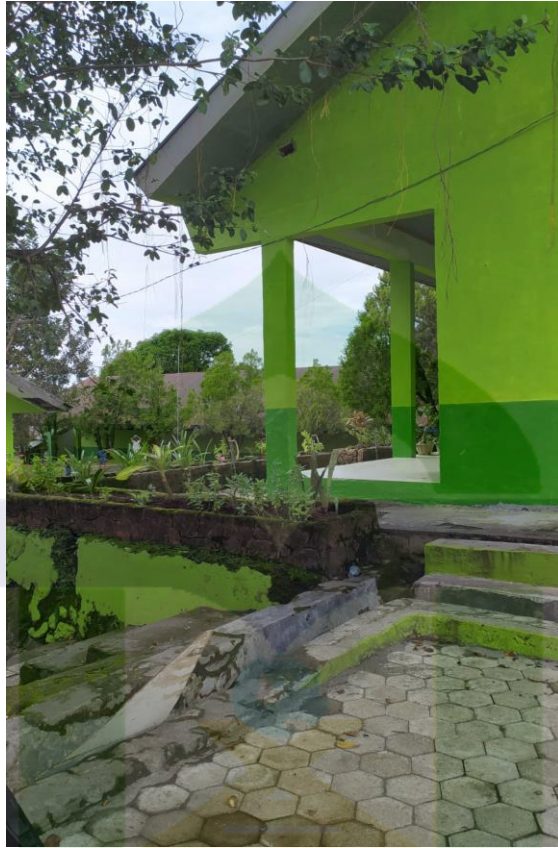NIP : 19630808 198803 2 012

Biaya : Rp. 0.00

APPENDIX. 4 DOCUMENTATION
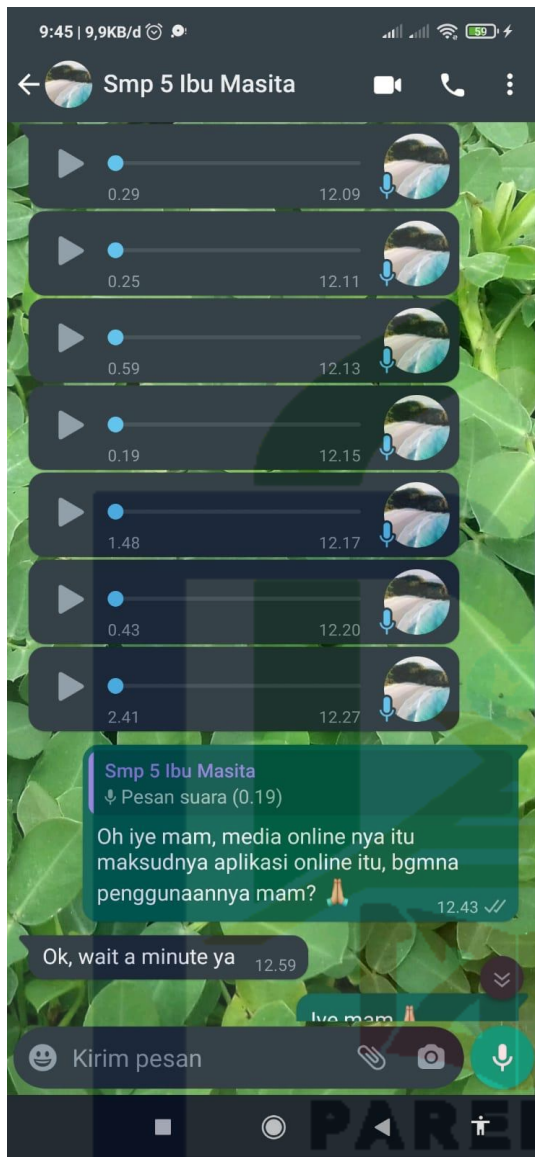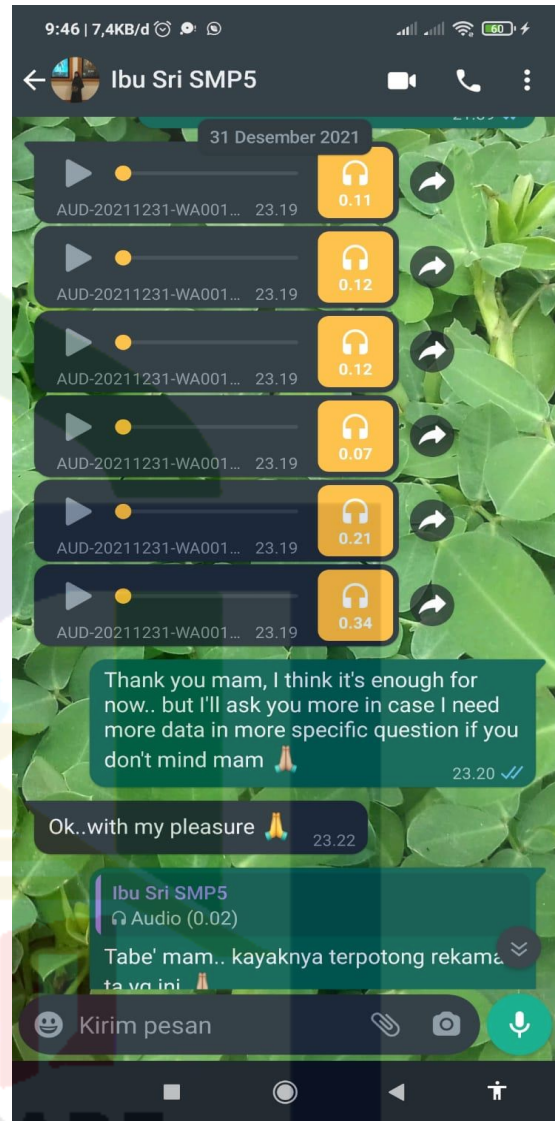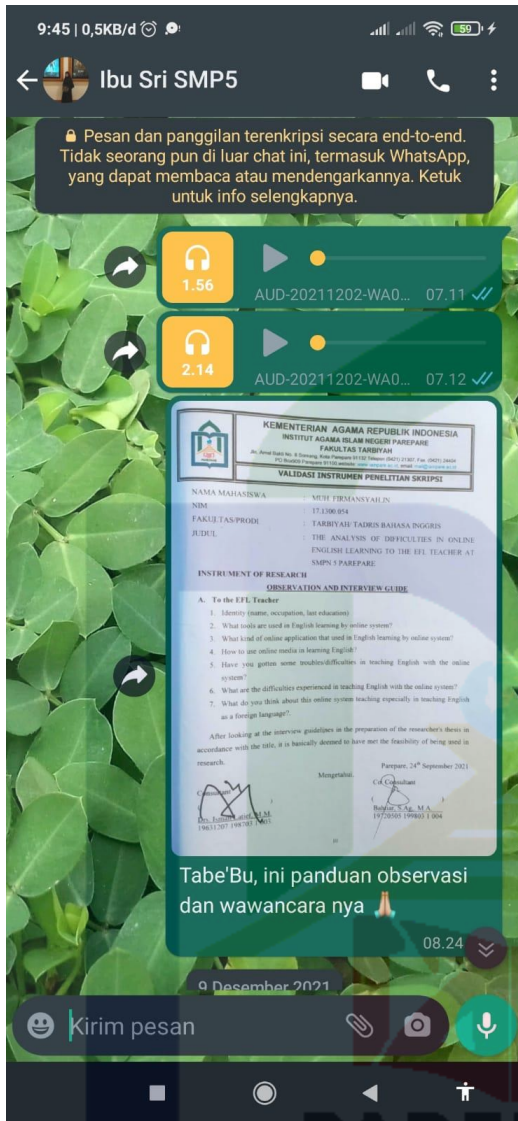
CURRICULUM VITAE

Muh.Firmansyah. JN, the author was born on 23rd June 1999, Parepare. He is the second child in his family. He has two brothers. His father's name is Johanzah Rahim and his mother's name is Hj. Nadaria Kantoro. He began his study on 2004 at SDN 43 Buttu Samang, Majene and in 2006 he moved to SDN 127 Patampanua, Pinrang and graduted on 2011. In the same year, He continued his study at SMP Negeri 1 Leppangang and graduated in 2014.In the same year he continued his study at SMA Negeri 1 Pinrang and graduated in 2017. After graduated, He decided to continued study at State Islamic Collage (STAIN) Parepare, but now become State Islamic Institute (IAIN) Parepare. He took Tarbiyah Faculty and focused on English Education Program while taught as an English tutor of Ma'had Al-Jami'ah IAIN Parepare. He completed his study on March 2022 with the tittle "The Analysis of Difficulties In Online English Learning Experienced by The EFL Teacher At SMPN 5 Parepare".