A THESIS

STUDENTS' AFTER ONLINE LEARNING BARRIERS IN ENGLISH SKILL: A STUDY AT SECOND SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM IAIN PAREPARE

BY:

ZULVISIANA RAFIDAH NAIM
Reg Num: 17.1300.098

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE IAIN PAREPARE

2023

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OF ENGLISH EDUCATION STUDY PROGRAM
IAIN PAREPARE**

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

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As Partial Fulfillment of the Requirement for the Attainment of the Degree

Sarjana Pendidikan (S.Pd.)

English Education Program

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STATE ISLAMIC INSTITUTE IAIN PAREPARE

2023

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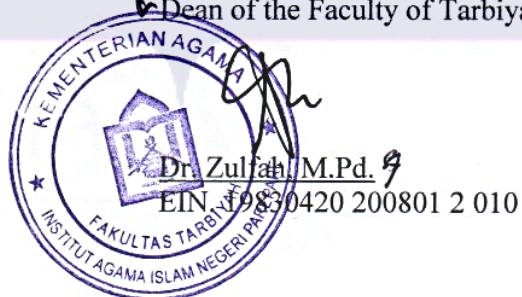
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Basis for Assigning Examiners : B.2862/In.39/FTAR.01/PP.00.9/06/2023

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ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

الْحَمْدُ لِلهِ رَبِّ الْعَالَمِيْنَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ ٱلْأَنْبِيَاءِ وَالْمُرْسَلِيْنَ سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَأَصْحَبِهِ أَجْمَعِيْنَ

Alhamdulillahi Rabbil Alamin. First of all, the writer would like to express his gratefull to the lord Allah swt. The highest and the master of the universe while the creator of the everything in this world who still lend the writer good health, blessing, mercy so she can finish this thesis. Salam and Salawat Strongly Agree be sent to the prophet Muhammad saw. Peace be upon him. Who has guided us from uneducated person to be educated person.

This wonderful time, the writer wants to thank a lot to all people who have supported and helped her in finishing her thesis as effective as she can. She realizes that whitout their support and help, she could not be able to finish this "Thesis". This opportunity, the writer would like to express very especial thanks to her beloved parents and family who have given an endless love, advice, support and praying to be success students ever.

Her high appreciation and profusely sincere thanks are due to Dr. Zulfah, M.Pd. as the first consultant and Dr. Arqam, M.Pd, as the second consultant who have patiently guided and given their construction suggestion, motivation and correction to the writer for finishing this thesis.

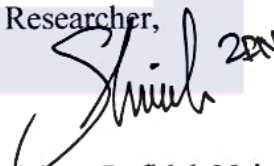Another side, the writer would also deliver special thanks to:

1. Dr. Hannani, M.Ag. as the Rector of IAIN Parepare who has worked hard to manage education at IAIN Parepare

2. Dr. Zulfah, M.Pd. as the Dean of Tarbiyah Faculty IAIN Parepare, who has arranged a positive education for the students in the Faculty of Tarbiyah and also allowed the writer to research in this Tarbiyah Faculty.

3. Dr. Arqam, M.Pd. as the Chairman of English Program for the fabulous serving to the students.

4. All lecturers of English Program who have already taught her during her study in IAIN Parepare.

5. The staff of Tarbiyah Faculty who has worked hard in order to complete the administration for this research.

6. The head of the IAIN Parepare library and all of his staff who have provided services to researchers during their studies at IAIN Parepare, especially in writing this thesis.

Finally, the writer realized that this thesis cannot be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for her to get critiques and suggestion to make this thesis better. Hopefully, this thesis will be useful for all of us and for the development of English teaching and learning, Aamiin.

Parepare, August 7th 2023
6 Shaffar, 1445 H
The Researcher,

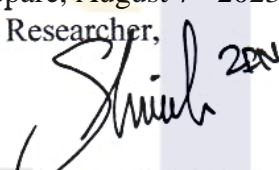Zulvisiana Rafidah Naim
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DECLARATION OF THE RESEARCH AUTHENTICITY

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Stated that herself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

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ABSTRACT

Zulvisiana Rafidah Naim. *Students' after Online Learning Barriers in English Skill: A Study at Second Semester of English Education Study Program IAIN Parepare*. (Supervised by Zulfah and Arqam)

The purpose of this research is to describe the students' barriers after Online Learning of English reading skill at the Second Semester English Education Students at IAIN Parepare.

This research used descriptive quantitative method and sample of research was the students' of Second Semesster English Education Program, total sample was 60 students'. The data collecting technique by distributed questioner and analyzed of quantitative descriptive.

The result of the data showed that students after online learning of English Reading Skill at the Second Semester English Education Students at IAIN Parepare that students' showed physical item score in 71,56 as high barriers, communicative for 65,89 as high barriers and systematic 39,44 as low barriers and attitudinal item for 29,33 as low barriers. The students' accumulation showed that all students' barriers can be categorized as high barriers for 51,56.

Keyword: After Online learning, reading skill, English education

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TRANSLITERASI ARAB LATIN

A. Transliterasi Arab Latin

Daftar huruf bahasa Arab dan transliterasi ke dalam huruf latin dapat dilihat dari tabel berikut:

1. Konsonan

Huruf Arab	Nama	Huruf Latin	Nama
ا	Alif	Tidak dilambangkan	Tidak dilambangkan
ب	Ba	B	Be
ت	Ta	T	Te
ث	Ṡa	ṡ	es(dengan titik di atas)
جS	Jim	J	Je
ح	Ḥa	ḥ	ha(dengan titik di bawah)
خ	Kha	Kh	ka dan ha
د	Dal	d	De
ذ	Żal	ż	Zet (dengan titik di atas)
ر	Ra	r	Er
ز	Zai	z	Zet
س	Sin	s	Es
ش	Syin	sy	es dan ye
ص	Ṣad	ṣ	es dengan titik di

			bawah)
ض	Ḍad	ḍ	de (dengan titik di bawah)
ط	Ṭa	ṭ	te (dengan titik di bawah)
ظ	Ẓa	ẓ	zet (dengan titik di bawah)
ع	Àin	`	koma terbalik (di atas)
غ	Gain	g	Ge
ف	Fa	f	Ef
ق	Qaf	q	Ef
ك	Kaf	k	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
ه	Ha	H	Ha
ء	Hamzah	´	Apostrof
ي	Ya	y	Ye

Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apapun. Jika ia terletak di tengah atau akhir, maka ditulis dengan tanda (´).

2. Vokal

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monoftong dan vokal rangkap atau diftong.

Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau harakat. Transliterasinya sebagai berikut:

Tanda	Nama	Huruf Latin	Nama
اَ	*fatḥah*	A	A
اِ	*Kasrah*	I	I
اُ	*ḍammah*	U	U

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

Tanda	Nama	Huruf Latin	Nama
ـَي	*fatḥah dan yā'*	Ai	a dan i
ـَو	*fatḥah dan wau*	Au	a dan u

Contoh :

كَيفَ : *Kaifa*

هَوْلَ : *Haula*

3. *Maddah*

Maddah adalah vocal yang panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda yaitu:

Harakat dan Huruf	Nama	Huruf dan Tanda	Nama
اَ...ىَ...	*fatḥah dan*	Ā	a dan i

	alif yā''		
ى	*Kasrah dan yā''*	Ī	i dan garis di atas
وُ	*Dammah dan wau*	Ū	u dan garis di atas

Contoh:

مَاتَ : *Mata*

رَمَى : *Ramā*

قِيْلَ: *qila*

يَمُوْتُ: *yamūtu*

4. *Ta marbuta*

Transliterasi untuk *ta marbuta* ada dua:

a. *Ta marbuta* yang hidup atau mendapat harakat fathah, kasrah, dan dammah, transliterasinya adalah (t).

b. *Ta marbuta* yang mati atau mendapat harakat sukun, transliterasinya adalah (h).

c. Kalau pada kata yang terakhir dengan *ta marbuta* diikuti oleh kata yang menggunakan kata sedang al- serta bacaan kedua kata itu terpisah, maka *ta marbuta* itu ditransliterasikan dengan *ha* (h).

Contoh:

رَوْضَةُالخَنَّةِ: *rauḍah al-jannah atau rauḍatul jannah*

المَدِينَةُالفَاضِلِةِ : *Al-madīnah al-fādilah atau al-madīnahtul fādilah*

الحِكْمَةُ : *Al-hikmah*

5. Syaddah (tasydid)

Syaddah atau tasydid yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda tasydid (ّ), dalam transliterasinya dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda syaddah.

Contoh:

رَبَّنَا : *rabbanā*

نَخَّيْنَا : *najjainā*

الحَقّ : *Al-ḥaqq*

الحَجّ : *Al-ḥajj*

6. Kata Sandang

Kata sandang adalah dalam sistem tulisan Arab dilambangkan dengan huruf ل (alif lam ma'rifah). Dalam pedoman transliterasi ini, kata sandang ditransliterasi seperti biasa, *al-*, baik ketika itu diikuti oleh huruf syamsiah maupun huruf qamariah. Kata sandang ditulis terpisah dari kata yang mengikutinya dan di hubungkan dengan garis mendatar (-).

Contoh:

اَلشَّمْسُ : *Al-syamsu (bukan asy-syamsu)*

اَلزَّلْزَلَةُ : *Al-zalzalah*

الفَلسفَةُ : *Al-falsafah*

البلادُ : *Al-bilādu*

7. Hamzah

Aturan transliterasi huruf hamzah menjadi apostrof (`) hanya berlaku bagi hamzah yang terletak di tengah dan akhir kata. Namun bila hamzah terletak di awal katan ia tidak dilambangkan, karna dalam tulisan Arab ia berupa alif.

Contoh:

تَأْمُرُوْنَ : *Ta' murūna*

النّوْءُ : *Al-nau'*

شَيْءٌ : *Syai'un*

أُمِرْتُ : *umirtu*

8. Penulisan kata Arab yang lazim digunakan dalam Bahasa Indonesia

Kata istilah atau kalimat Arab yang di transliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat lazim dan menjadi bagian dari pembendaraan bahasa Indonesia,atau lebih sering di tulis dalam tulisan bahasa Indonesia.

Contoh:

Fīẓilāl al-qur'an

Al-sunnah qabl al-tawin

Al-ibārat bi 'umum al-lafẓ lā bi khusus al-sabab

CHAPTER I
INTRODUCTION

A. Background

Online learning is a new way of teaching and learning that utilizes electronic devices, especially the internet in the delivery of learning. Online learning, entirely dependent on internet network access. After Online learning is a form of conventional learning delivered in digital formats through the internet. After Online

learning, considered to be the only medium of material delivery between teachers and students, in times of pandemic emergency.

Condition nowadays, the education level gets closed since the pandemic of Covid-19 attact the world begin in Wuhan china. This condition forced every sector to be stopped for having face to face interaction. This situation also impact the educational sectors as the main sector of every country, not only that, every sector forced them in avoiding face to face meeting. This regulation also support by the government agreement for learning online program until the pandemic show the good sign of getting better. In circumcision, the city of Parepare which also under of governor regulation forced to be followed the ministry of educational regulation for the school might which be able to have a normal teaching and learning process followed the regulation of country.

This regulation forces the university to change their method in learning process, the teachers and the students to think more in create the proper approach to fulfill the aim of their teaching plan.

Teaching is the way to convey information about a topic that would be learned by the students. The purpose of the teaching learning process is to make students get knowledge and be able to understand the knowledge. To achieve the purpose of teaching, the teacher is as a key that should be creative in choosing the materials and strategies of teaching to make the students easy to understand the knowledge. Besides that, the role of the teacher is also very important to made learning process well.

Teaching English is not easy because each of country has different culture. Based on the situation explained above. So, in order to achieve the aim of the English teaching learning, the teachers have to find the appropriate techniques that are

appropriate with the students' needs and characteristic, especially for reading. Reading is one of those skills that are considered as the most important activity to get knowledge and information in human life. Especially for students in learning English. In schools, reading becomes one of the basic competences that included in English subject that should be studied by the students.

According to law of Indonesian No. 14 Teacher is a professional educator when the first of duty is educating, teaching, aiming, coached, assessment and evaluating the young students of education at education formals and explain on subsection. The educators are a professionalism to prepare, planed doing teaching and learning process.[1] Taking a big perception on teaching professional, this occupation should be followed by the teacher for their improvement quality, the educational scope in the city of parepare specially for the university should be fulfill to face every sudden situation which followed certain regulation.

There are many skills in English which one of them is reading, particularly in English as a second or foreign language. For the beginner, reading is concerned mainly with learning to recognize the printed symbols that represent language and to respond intellectually and emotionally when being asked about the content of the text he has read. The student feels bored and lazy when they must read and answer a question about the discourse, if they do not understand with the content of the discourse. Because they do not only have the low vocabulary mastery but also have the low ability of structure and grammar. Moreover, some student have low motivation in reading Skill, the students think that to read the text needed for long time.

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[1]Kunandar, *Guru Profesional : Implementasi Kurikulum Tingkat Satuan. Pendidikan (KTSP) dan Sukses dalam Sertifikasi Guru*. (Jakarta : Rajagrafindo Persada. 2017)

In this research, the researcher wants to investigate about the barrier of students during their reading class. In fact, there are many kinds of reading technique. However they do not choose and use one of the effective and efficient techniques in reading. In fact some student with reading skill interprets word by word which are inefficient in reading skill.

Based on the assumptions that explain above, it is extremely important to emphasize that the writer interested in researching and analyzing the students berries during after online learning at reading subject at second semester of English education program of IAIN Parepare.

B. Research Question

Based on the background of the study above, the research formulates research question that: What are the students' barriers after online learning of English Reading skill at the Second Semester English Education Students at IAIN Parepare?

C. The Objective of the Research

Based on the research question, the objective of this research is formulated; to describe the students' barriers after online learning of English Reading skill at the Second Semester English Education Students at IAIN Parepare.

D. Significance of Research

The significance of the research is hopelly give contribution for:

1. Students

The result of this research is expected to give more information which really important to be known as students. The students' hopelly know their barriers after online learning.

2. Teachers

The teacher can understand the students' barriers after online so that they can give/use appropriate materials, tasks, methods, technique to teach their students.

3. For other researcher

Especially for language researchers, they can adapt the technique/media used in this research as an alternative to teach students. They also can use the data taken in this research (for example the field note) as a source to make a consideration the next teaching learning.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Many researcher's have conducted their research on Students' reading after online learning. Their findings are consecutively presented below:

Dasrul Hidayati which conducted research on 2015, the purpose of his research was to know the Students Difficulties in Reading SKILL at the First Grade of SMAN

1 Darussalam, the methodology was quantitative approach, the conclusion of his research that the majority of the first grade students of SMAN 1 Darussalam, Aceh Besar found difficulties including answering main idea, making inference, and locating reference questions. The most difficult aspect that encountered by the students of SMAN 1 Darussalam, Aceh Besar was finding main idea questions, because the located main idea was difficult to find. In addition, based on the students' esponses in questionnaire, they mostly got difficulties in understanding vocabulary, poor mastery of grammar, the difficulty in understanding long sentences, lack of media learning, less support from the family, lack of knowledge of strategies in reading skill.[1]

Ali Sofyan which conducted research on 2016, the purpose was to identify the students difficulties on reading performing using scientific approach at SMKN Andara Jaya Bandung". This research used quantitative design, The result shown that (1) the procedures of Teaching English using Scientific Approach conducted by teachers consisted of: observing, questioning, experimenting, associating, and communicating; (2) the teachers shared similar perspective in which the Scientific Approach is regarded as an approach that integrate students' attitude, skills, and knowledge by implementing observing, questioning, experimenting, associating, and communicating in the teaching learning process; (3) the difficulties faced by the teachers in applying Scientific Approach were: the students' lack of critical thinking, the students' difficulty in finding the answer of the problem, the students' inability of analyzing the material, and the students' lack of vocabulary mastery; (4) Scientific

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[1]Dasrul hidayati, *Students Difficulties in Reading Comprehension at the First Grade*, (Universitas Darussalam Banda Aceh : Journal*, 2015)*

Approach were: motivate the students to be more active in learning, give some stimulating questions related to the material the previous materials.[2]

Sasmita conducted a research on 2012, the purpose of her research was to find out the students' problems in comprehending English reading texts, the methodology was quantitative approach, the result of her research that The findings shows that the factors that may make the students have difficulties in understanding English reading texts were related to vocabulary, grammar knowledge, and reading interest.[3]

Nila Dwianasari conducted her research on 2015, the purpose was to describe students" problems on reading skill at an Islamic Junior High School in Sungai Bahar. The sample of her research was eight graders at an Islamic Junior High School in Sungai Bahar. The survey research design in term of descriptive quantitative was used to figure out of the students" problems on reading skill in the school. The data were collected by using close ended questionnaire. In which, the students filled the questionnaire, the researcher used four alternatives choices in every questionnaire, as follows: 1= strongly disagree, 2= disagree, 3= agree, and 4= strongly agree. The researcher used SPSS 16.0 to calculate students" responses from the collected questionnaire. The result of this research shows that the students" problems on reading skilL at an Islamic Junior High School in Sungai Bahar are first the problem related to students spelling. And then, students" grammar that caused by the lack of grammar knowledge, students vocabularies that caused by the difficulties in

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[2]Ali Sofyan, *"Students difficulties on Reading Performing Using Scientific Approach at SMKN Andara Jaya Bandung"* (Undergraduate Thesis: Universitas Muhammadiyah Surakarta, 2016), p.1

[3]Sasmita, E. *Identifying Students' Abilities in Understanding English Reading Texts: A Case Study at the Second Year Students of Smkn 1 Gangga in Academic Year 2012/2013*, (eJurnal : Fkipunram.ac.id. 2012).

understanding the vocabulary. Next, students have difficulty in uninteresting material on reading skill. Next, students" problems on reading speeds, reading a long text can cause students to spend time. After that, students have difficulty in understanding on reading skill. overall, students" problems are related from understanding, grammar, interesting material, vocabulary, spelling, reading speeds.[2]

Ariyanti Puspita conducted on 2008, the purpose of her research was to find out the students' constraints in comprehending English reading text. This research used qualitative method and it was conducted at the second grade students of SMA N 2 Metro. The XI IPA 1 class was chosen as the sample. The data were collected through reading test and interview. The descriptive method was used to expose the result in this research, the result of the study that students find many difficulties among their reading comprehending, they all faced difficulties in many aspect namely, difficult identifying main idea, locating references and identify the conclusion of research.[3]

This research similarly in several item namely; the issue which has reading skill become the main object of the research, in certain research, the author of the previous findings above also explained about the problem and the difficulties which really correlated to the obstacle in doing teaching reading skill at class. Another similarity also comes from the interaction among the students and teacher at class.

This research also has differentiate from the respondent in used, which also different from the aspect which identified the aspect of difficulties, but in general, the different comes from the subject of the research.

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[2]Nila Dwianasari, *Students' Problems on Reading Comprehension at an Islamic Junior High School in Sungai Bahar, (Repositori : FKIP Univ Jambi, 2015).*

[3] Ariyanti Puspita, *Students' Difficulties in Comprehending English Reading Text at Second Grade Students Of SMA N 2 Metro,* (Jaipur: Sunrise Publisher, 2008), p.113-114

B. Some Pertinent Ideas

1. Learning Barriers

Learning barriers defines as something that prevents or controls movement or progress: the removal of trades. Or the thing that keeps people apart: the language. And also as any condition that makes it difficult to make progress or to achieve an objective which structure or object that impedes free movement in any condition that makes it difficult to make progress or to achieve an objective intolerance is a barrier to understanding. It can be said that barriers become anything serving to maintain separation by obstructing vision or access.[3]

The barrier can also to speak of an obstacle in the process that makes it difficult to make progress. An obstacle (also called a barrier, impediment or stumbling block) is an object, thing, action or situation that causes an obstruction. There are, therefore, different types of obstacles, which can be physical, economic, bio psychosocial, cultural, political, technological or even military. Definition of barrier is anything which makes it difficult for someone to do something, especially to send goods from one place to another Usage to impose trade barriers on certain goods to restrict the import of some goods by charging high duty.

From the statement the experts above the writer can conclude that the barrier as a problem is anything situation which makes it difficult for someone to do something.

a. The Characteristic of Berries

Generally the problem have characteristics, there are:

1) The trouble which must be finished.

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[3] Carrell, P. L. "*Metacognitive Awareness and Second Language Reading.*" *Modern Language Journal* 73 (2013)

2) The challenge which must be through.

3) Important and realistic.

4) Motivate the people to solve.

5) It can be useful if can divided.

According to Dewey Theory Following the characteristic of problem (the barrier) among:

1) The problem (barrier) make someone feel worried.

2) It will make a problem formulation to found the problem solving.

3) The problem will make a people to make a hypothesis by collecting data as a step to solution for this problem.

4) The problem will invite the people to develop them idea to find the best fission by reason.

5) It will make the people to make conclusion based on the theory and data as a proof has been collection.

a. Barrier Types.

1) Physical Barriers

Physical Barries is a condition which caused by the physical impact Students who had with physical barries continue to encounter physical barriers to educational services, such as a lack of body problems in delivering materials even in acceptence, inaccessible physic, and/or inaccessible accessed in learning proccessed.[4]

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[4] Assareh, Bidokht, M. H. *Barriers to e-Teaching and E-Learning*. (Procedia Computer Science, 3, 791-795)

Physical Barries in a school environment that interferes with or reffered person with a physical disability from accessing a particular location or service. For example: the student has the problem about his eyes or ear accessed in their learning.

If someone is stressed caused by their eyes and eaar which may be preoccupied by personal concerns and not as receptive to the message as if they were not stressed.[5] Physical barriers when conducting online lectures, namely when a student has many problems but they cannot express the things they feel. so sometimes they feel fine but in reality they have a lot of problems.

This pysical barries refers to the phisical of person which affected to their learning proccessing, mostly students felt hard in acquisition languange when they have any trouubel toward tehir phicsical apperancee, this barrier become mostly troubel faced by the students. This kind of barries impact to the students eyes, ear and head which also get ache in ttheir learning proccessing.

One of the barries phisical is barries problem on eyes and ear which are malfunction that interrupts the sending and reception of messages during a conversation at class. It can affect how the context sounds to the listener, which can influence the interpretation they make. For instance, when two person speak over virtual in the clasroom, the loudness of construction outside can cause one employee to mishear the verbal communication of their coworker.

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[5] Braun, V., & Clarke, V. *Using Thematic Analysis in Psychology*. (Qualitative Research in Psychology. 3(2), 2016)

Another also because of noise can also hinder the performance of technology. If the hum of a malfunctioning computer continues during a conference call, then professionals may not be able to understand one another. Written communication can encounter noise as an obstacle. A misspelled word or lack of detail in an email or document can cause misunderstandings among the reader. If you want to lessen the effects of noise on communication.

2) Communication Barriers

Communication Barries is a problem which cause by the classroom accessed problem even impact from many factors like listening term, perception term, oral term aand other. [6] Communication barriers are also common from the method while the accessed from the guider, teacher or tutor in teaching english at classroom.

Communication barries eexist when an individual is unable to access information in a format they can use. Alternate forms of communication include such things as audiocassette, Braille, large print, closed captioned video and computer diskette. For example: the student not understands with the teacher explanation in learning process in online learning caused of unclear explanation.

This communication barries occur because of the access of the communication, short communication may become reason of communication barries, another also because of the intonation of tthe teacher in delivering massage is not enough clear.

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[6] Moore, M. G. *Three types of Barries Learning*. (The American Journal of Distance Education, 3(2), 1-6.)

Comunication verbal may become clear explanataion, but in fact comunikcation non verbal may cause of barries among tthe students, intonation while also hardwere become factor of communication barries.[7]

Communication cause of message distortion occurs when the receiver assigns a different meaning to a message than the sender intended. It can happen during all phases of a communication process when students asked some question to teacher. They may omit an important detail about meterials that requires the receiver to ask for clarification when students have problem in learning.[8] The teachers' delivering the materials may caused malfunction, causing the context of the conversation to look different to the receiver than it did in its original format. For example that, students asked question about materials while teacher did not get any massage, it caused of misperception among the students and teacher, the students' examines the message, they may misread the words and draw an incorrect conclusion from the communication.

Teacher in build their communication term can delivered their materials to students. For instance, a student can ensure their words communicate the urgency of a work situation or have the right intonation to establish a positive communication with a students'.

The teacher can choose the right way to deliver the materials, which can decrease misunderstanding among the students'. Teachers can review their teaching method carefully to ensure they have deliver all the information and they can ask for clear information during clasroom.

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[7] Agee, W.K., R.H. Ault and E. Emery, eds, *Introduction to Mass Communication*, (New York: Harper and Row, Publishers, 2014)

[8] Applegate, J.L., 1980, Adaptive Communication: A Study of Teachers' Communicative Strategies', *Communication Education*, 29, 158–170, (2016)

3) Systemic Barriers

       Systematic Barries is a barries which related to the teacher pedagogic problem, it ooccurs when stuudents' practices or policies are put in place that discriminates against students' by screening them out from all the participation at class.[9] Sometimes the system in learning process different with students condition, It make the discriminate the student to understanding.

       Systematic Barries is a barrier to learning is anything that stands in the way of a child being able to learn effectively. A learner may experience one or more barriers to learning throughout his or her education. A child with a disability will experience that disability as an intrinsic barrier to learning and will require varying levels of support to accommodate their disability in order to reach their full academic potential. Barriers to learning are not limited to intrinsic barriers. They can also be societal/environmental barriers. For example teacher low adaptation among students ability and skill.

       Systematic barriers occur because of discrimination between one student and another. this usually happens when a student carries out a lecture but they do not get uneven attention because an error occurs when online learning takes place. Systemic barriers are policies, procedures, or practices that unfairly discriminate and prevent individuals from participating fully in a situation such as, finding task, getting care, the system or any other method in teaching. [10]

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[9] Gardener, R.C., Lalonde, R.N & Moorcroft,"The role of attitudes and motivation in second language learning: correlation and experimental considerations." (Language learning, 35, 207-27)

[10] Young, D.J, "The relationship between anxiety and foreign language oral proficiency ratings." (Foreign Language Annals, 12, 439-48. 2017)

Clasroom activities which materials accessible, students can put materials within everyone's reach, add labels with words and pictures, keep them in a consistent location so students can remember where they are kept, and make small purchases that increase accessibility in the classroom become the solution of avoiding systematic barries. In fact many student did not get great behaviour from the teacher at class. Mostly caused by discrimination from the teacher at class.

4) Attitudinal Barriers

Attitudinal Barries is kind of Barries which related to the behaviors, perceptions, and assumptions that against persons with felt by mostly students during their leaarning processed.[11] These barriers often emerge from a lack of understanding, which can lead people to ignore, to judge, or have misconceptions about a person with a disability.

This type of barrier impacts accessibility on all levels since most of the other barriers are rooted in attitudes as well. These can be the hardest to address in spite of the fact that they are the ones that we have the most control over. Are inaccurate beliefs or perceptions about a person's ability based on assumptions. Students showed lazyness and low of their spirite in facing learning proccessed while also because of the students felt boring in their learning.

Attitudinal barriers are the barriers that result from the individual's own attitude and assumptions that built up over the years based on one's

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[11]

socio-economic and cultural background and often get reflected in one's day-to-day communication with others. [12]

Attitudinal barriers result when people think and act based on false assumptions. Example: receptionist talks to an individual's support person because she or he assumes the individual with a disability will not understand even caused by lazyness, or low spirite over. This aslo stated that aattitudinal barriers are behaviors or perceptions that prevent people from communicating effectively. Attitudinal barriers to communication may result from personality conflicts, poor management, and resistance to change or a lack of motivation.[13]

Summary of the attitudial barries which referred to the atttituted approach of being lazy, poor, untidy and many other which representative of being less of great attituted among the students.

2. **Concept of Learning Barries After Online**

After online learning lead to instructional environments supported by the Internet. After Online learning comprises a wide variety of programs that use the Internet within and beyond school walls to provide access to instructional materials as well as facilitate interaction among teachers and students. After Online learning can be fully online or blended with face-to-face interactions. Fully online learning is a form of distance education in which all instruction and assessment are carried out using online.

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[12]Muhibbin Syah, *Psikologi Pendidikan,* (Bandung: PT. Remaja Rosdakarya, 1995) p.90

[13]Trylong, V.L. "Aptitude, attitudes and anxiety: a study of their relationships to achievement in the foreign language classroom" (Unpublished Doctoral dissertation. Perdue University.2016)

One of the uses of the Internet in education is distance learning. There are various terms put forward to express the idea of distance learning after using the internet, namely: online-learning, e-learning, internet-enabled learning, virtual learning, virtual classroom or web based learning.[14]

After Online learning has become popular because of its perceived potential to provide more flexible access to content and instruction by:[15]

1) Increasing the availability of learning experiences for those who cannot or choose not to attend traditional schools,

2) Assembling and disseminating instructional content more efficiently.

3) Increasing student-instructor ratios while achieving learning outcomes equal to those of traditional classroom instruction.

After Online learning provides the content needed for learning. Almost all students currently have a laptop/smartphone/tablet, so access to study material is easier and more likely for learners to share learning content through electronic devices. Conditions like this make learning content faster to get. In addition, learning allows flexibility access, students can easily access learning content anywhere and anytime, without obstructed by time and space.

There are several things as requirements for online learning activities, namely:[16]

1) Learning activities carried out through network utilization (internet).

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[14]Nur Hadi, *"Online Sebagai Salah Satu Inovasi Pembelajaran"*, (FMIPA UNY, Phytagoras: Vol. 2, No. 1, 2006), p. 11

[15]Marienna Bakia, "*Understanding the Implications of Online Learning for Educational Productivity*", (U.S. Department of Education, Januari 2012), p. 2

[16]Nur Hadi, *"Online sebagai Salah Satu Inovasi Pembelajaran"*, (FMIPA UNY, Pythagoras: Vol. 2. No. 1, 2006), p. 12

2) The availability of learning support services that can be used by students.

3) Availability of tutor service support (consultation) that can help participants learn if they experience difficulties.

4) The availability of institutions that organize/manage e-learning activities.

5) A positive attitude from students or teachers towards computers and the internet.

6) The design of a learning system that can be learned/known by students.

7) System evaluation of progress or student learning development.

8) Feedback mechanism developed by the organizing agency/manager.

Several barriers facing on online learning divided into:

Teacher is one of school environmental factors who has important role to increase students learning achievement. Teacher is a subject in education who has duty to transfer the knowledge to the students. Teachers also bring individual characteristics to the second language classroom that may have influences on the students" performance and in their final results.

Google classroom in education is any educational technology that is applied in the class process. It encompasses hardware approach like use of machines and delivering materials, Software approach like use of methodologies and strategies of teaching learning and Systems approach that uses the management technology that deals with the systematic organization of the hardware and the software.[17]

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[17]Nur Hadi, *"Online Sebagai Salah Satu Inovasi Pembelajaran"*, (FMIPA UNY, Phytagoras: Vol. 2, No. 1, 2006), p. 21

Different software packages for the use in different department of education; Google classroom in library software, administration software, software related to managing the entire teaching learning process. Google classroom in education is the support material in the hands of the human resource involved in the educational process in order to enhance the quality of education. Google classroom in education comprises of the application of science of On-line, learning with the help of the computer technology.

Google classroom in education is any hardware and software technology that contribute in the educational information processing. In the context of present era, Google classroom mainly comprises of network with computer technology with its hardware, like, Personal computer machine, infrastructure required for setting up Internet facility and also software like, CD ROM including various programmer packages, E-learning strategies etc.

Another explanation also comes from the effective learning which integrates from the infrastructure; it stated that infrastructure also is commonly a limited resource in schools. With limited resources, it is often difficult for schools to provide sufficient access so students can use Google classroom during their classes.

Researcher stated that the most problem dominant faced by the students for the learners was the network of access, the students may get failure for their learning activities in class, and limited network becomes very essential for the learning access.

Research studies suggest that no single strategy will work for all schools with resource limits. Instead, each school developed unique strategies to provide

meaningful learning activities using Google classroom tools.[18] whether it was teachers using Google classroom teaching aids or student used. There are still too many students to give class's consistent and frequent Google classroom access during the school day. Thus, the schools in several classes need to work on strategies to make facilities available to both students and teachers during school hours.

In summary, researcher confidently stated that students felt very weird in this Google classroom learning focused on the network access. Most of the result of interview, the network problem becomes dominant aspect of problems caused from the Google classroom application. The network which has low accessing for the students to access the learning materials among the classes, the students felt very weird for their learning access.

Another problem also comes from Motivation, it can be very important in learning activities, students may get bored and lazy in studying, grammar become one of the gored materials at English class, by supporting great motivation, it can be effective, in opposite situation, grammar can be used for very bored learning.

Motivation plays an important role in learning English as second/foreign language. Motivation is an important factor that may contribute to success at school and to lifelong learning. Motivation is a key factor in order to accomplish a particular

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[18] Lynch, M. *How to Use Google Classroom to Create the Perfect Digital Learning Environment*. Retrieved from The Tech Edvocate

activity.[19] It is difficult to imagine anyone learning a language without some degree of motivation.[20]

3. Difficulties in learning Reading skill

Most people see reading as a simple process with the reader processing with each letter in turn. Producing the appropriated sounds in forming words. Some people considered reading as thinking process through which meaning is obtained from printed symbols.[4]

De Boer and Dallmann state that "Reading is a much more complex process. Reading involves recall, reasoning, evaluation, imagining, organizing, applying and problem solving."[5]

Penny Ur state "Reading understands. If you read the words but you don't know about what they mean, that is not reading. A foreign language learner who says, 'I can read the word, but I don't know what they mean'."[6] We cannot said that we have read something if we don't understand the meaning. We need to understand the text more deeply to know the content of reading.

According to Schmidt the understanding that results is called reading skill. Reading is the process of receiving and interpreting information encoded in language

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[19]Shampa Iftakhar , *Google Classroom: What Works and How?*(Journal : Education and Social Sciences, 3, 2020), p. 12

[20] Nila Andriyani, *Method in Teaching to Improv students'Purikids Language Course* (Universitas Negeri Yogyakarta 2015), p. 35

[4]Verna Diecman Anderion, et all,. *Reading in the Language Art,* (New York : The Macmilan Company, 1964), p.281.

[5]John J. De Boer and Martha Dallman, *The Teaching of the Reading* (New York : Holt, Rineheart, and Wiston, Inc, 1964), Revised Edition. p.17.

[6]Penny Ur, *A course in Language Teaching: Practice and Theory* (Cambridge : Cambridge University Press, 1996), p.138.

form via the medium of print or skill occurs when the reader extracts and integrates various information from the text and combines it with what is already known[21]

Mikulecky and Jeffries state that skill and skill with similarly meaning of making sense of what someone reads and connecting the ideas in the text to what he already knows. it means readers can answer question or explaining texts because they have skill with connecting each idea in the text[22].

According to jennifer serravallo, ability in reading is at the heart of what it means to really read by thinking and understanding and getting at the meaning behind a text. while skill instruction begins before children can even conventionally read. As children are read to during read-aloud, they are asked to think about characters, make prediction about what will come next, question and wonder what happen and consider what lesson they can learn from the book. [23]

Meanwhile, according to Anderson and Pearson in Alexander, skill is a special thinking process. The reader comprehends by actively construction meaning internally from interacting with the material that is read. [24]

Based on definition above, reading skill is the ability to process and understand the meaning of the text and integrate it with what reader knows. Its skill refers to many aspect of reading performing, it caused of activity in during reading.

According to Parel and Jain, reading is an activity for expanding knowledge of language. By reading, students can increase their knowledge of certain subjects.[7]

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[21] Willian Grabe, *Reading in a Second Language: Moving from Theory to Practice* (USA: Cambridge University Press, 2009),p.14.

[22] Mikulecky and Jeffries, *Reading Power.* (United States: Pearson Education, 2007),p.74.

[23] Jennifer Serravallo, *Teaching Reading In Small Group,* (USA, Heinemann, 2010),p.43.

[24] Estill Alexander J, *Teaching Reading* (Boston Scott: Foresman and Company, 1988),p.160.

[7] Parel and Jain, *English Language Teaching.* (Jaipur: Sunrise Publisher, 2008), p.113-114

From the definition above the writer can conclude that reading isn't just an activity that we do like reading and then finishing it but more than that, we must be able to understand the content of what we read properly so we can get what we want to know of our reading and also it can increase our knowledge of something.

Reading skill is the ability to understand information in a text and interpret it appropriately what is meant by the text.[12] It means that reading skill is the ability to read text, process and understand the meaning. Natures, habit and skills can influence individual ability to understand text correctly.

Reading is an activity to understand the content of the text that we read. By reading, reader can get any message and information which can increase knowledge. Reading about understands written texts and skill is the process of making sense of words, sentences and connected text. Reading skill involves both perception and thought. Readers will use background of knowledge, vocabulary, grammatical knowledge, and other strategies to help them to understand a written text.[13] It means that, reading is a process of communication between the writer and the reader. The writer express message like feeling, facts, ideas, and arguments that they want to share. Then, the writer puts the message into the words.

English is a foreign language for Indonesia students. It is certainly not easy for students to interpret the meaning or the idea from written text. Because to understand the reading text, the students must have a good competence in knowing the meaning of words, sentences, contents, and the most important is to know about the writer ideas. [14]

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[12] Grabe W, Stoller, *Teaching and Researching Reading*. (Harlow:Pearson Education, 2002),p. 68.

[13] Pang, Muaka Bernbardt, Kamil, *Teaching Reading, Education Practice12,* PDF book.

From the explanation above, the researcher concludes that reading skill is the process of getting meaning of the content and information about the topic in the text. Other explanation will be, understanding an English text is not easy to do for students because English is a foreign language and it is not the first language. Too many readers are not able to get the author's idea because of the limitation of thinking and analyzing the meaning of words and sentences. Therefore, the reader should have good concentration in reading text in order to get the meaning of the author's idea.

a. Kinds of Reading

There are three kinds of reading that can improve skill of reader, they are: Reading aloud, silent reading and speed-reading.

1) Reading aloud

Readi ng aloud is provided when the others in the class or group are unfamiliar with the material being presented. In such instances, the member of the class must listen in order to understand the message. The reader could be asked to lay down the text and the answer content questions from others in the class.

2) Speed-reading

Speed-reading is way that required by the teacher for reader to be read text rapidly and comprehend it at once. Between reading skill and speed reading should run side by side where a reader is required not only to read speed faster but also how to understand the idea that express in the passage.

3) Silent reading

Silent reading is the essential first step in breaking students from the habit of devoting all attention to the precise decoding of the shapes and sounds of letters. Phrased reading, timed reading and guessing activities are likewise useful. [25]

b. The Purpose of Reading

Basically reading activity aims to find and obtain the message or meaning to understand the meaning through reading. According to Anderson, there are seven kinds of goals of reading activities, namely:

1) Reading for details or fact. Reading aims to find or know the discoveries made by the character, to solve the problems made by the character.

2) Reading for main ideas. Read to know topics or issues in reading. To find the main idea of reading by reading page after page.

3) Reading for sequence or organization. Reading aims to know the parts of the story and relationships between parts of the story.

4) Reading for inference. Readers are expected to feel something that writers feel.

5) Reading to classify. Reading this type aims to find things that are not fair about something.

6) Reading to evaluate. So the reading aims to find something success based on certain measures. Reading this type requires comparability by comparing and re-testing.

7) Reading to compare or contrast. The purpose of reading is to discover how the difference or equality of two or more things.[26]

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[25] J Donald Bowen, Harold Madsen and Ann Hilferty, Tesol *Technique and procedure,* (London Newbury House Publisher Inc: 1985), p.232.

[26] Dalman, *Keterampilan Membaca*, p.13.

c. Learning Reading Skill

Student who loves reading will spends a lot of time in reading activity and also has ability to write well. By reading, students can improve their vocabulary and writing skill. On the opposite, a student who has low reading ability will find difficulty in learning process because they don't have many experiences in facing English text.

The students must practice reading a lot, and use certain strategies. The student's ability on understand the text depend on their ability to use strategy to understand what the writer say. It means that strategy helps the students to comprehend the text they read. Reading article text strategies as general strategies divide into four types. Those are skimming, scanning, extensive and intensive readings.[15]

Learning reading must followed several strategies in order to get perfect comprehending in reading activities, several strategies may be used for the learners as explained below:

1) Skimming

Skimming is a useful skill to be applied in reading. It stated that skimming means glance rapidly over a text to get the gist of it. It means skimming is used to build students confidence and an understanding that it is possible to gain meaning without reading every word in a text.[16] Skimming assists the readers to understand the main idea of the text before reading it carefully. Students can do skimming in several

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[15] Nuttal, C, *Teaching Reading Skill in a Foreign Language*. (London: Heinermann Educational Books, 1982), p.132.

[16] Grellet, F, *Developing Reading Skill: A Practice Guide to Reading Comprehension Exercise*,(Cambridge: Cambridge Press, 1999), p. 87.

ways such as reading the title or the other heading and look at the picture, reading the first and the last paragraph of the text.[17]

2) Scanning

Scanning means glancing rapidly through a text to search for a specific piece of information.[18] It means that, scanning is an ability to read a text very quickly in order to find specific information easily that is needed like a date, a figure, or a name and ignore over all unimportant information. For example, a student scans the list of Lecture name in a telephone notes to find a phone number. Scanning helps the reader find information quickly without reading the whole text than easily to find it.

3) Extensive Reading

In extensive reading, the readers usually face a longer text. In reading, the readers need a total understanding of writing. Extensive reading is carried out to achieve a general understanding of a text.[19] Some authors identify extensive reading as occurring when the students read large amounts of high interest material, concentrating of meaning, reading for gist and skips unknown the words. So, the aims of extensive reading are to build the readers' confidence and enjoyment.[20]

4) Intensive Reading

Intensive reading exercises may include looking at main ideas versus details, understanding of what the text implies, making inferences, looking at the order of

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[17] Islam, C and Steenburgh, C, *A good Read Book: Developing Strategies for Effective Reading 1*,(Singapore: Cengage Learning Asia. Osborne and Armbuster 2009),p,127.

[18] Grellet, F, *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*,(Cambridge University Press,1981),p.89.

[19]Brown,*Teaching by principles: An Interactive approuach tolanguage pedagogy Strategies of Reading*,(A person Education Company: Longman, 2001),p.75.

[20] Michael, L and Richards, J. *Methodology in TESOL*,(Heinlen and Heinlen publisher. Boston, 1987),p.78.

information and how it affects the message, identifying words that connect one idea to another and identifying words that indicate change from one section to another.[21] Intensive reading is reading for detail. It usually shows a shorter text. A reader usually wants to get some specific information.

Another aspect which students should comprehend a text well, such as determining main idea, locating reference, making inference, detail information, and the understanding vocabulary.[22] These aspects are related to the difficulties that the students encounter in comprehending the text.

1) Difficult in determining Main Idea

The main idea is a statement that tells the author's point about the topic. Finding main idea is a key to understand a paragraph or short selection. [23]The main idea is usually located in a sentence, and it is usually put in the first sentence but it can be in the middle or in the last sentence. Therefore, this option can make the main idea more difficult to find. The students will get confused to find what the main idea of a paragraph, and where the main idea position is located.

2) Difficult in focating Reference

Reference is antecedent of a pronoun. The antecedent is a word or phrase to which a pronoun refers.[24] In identifying reference, the students must understand specifically about the pronoun function for what the pronouns in the sentences and how is used such as the pronouns that are used to show people, place, or situation.

3) Difficult in understanding Vocabulary

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[21] Macleod, M.. *Types of Reading*, (PDF Book,Retrieved 2011),p.108.

[22]Nuttal, C,*Teaching Reading Skill in a Foreign Language*,(London:Heinermann Educational Books,1982).

[23] Longan, J, *Reading and Study Skill: Seventh Edition,*(Atlanta capeCommunity College: Published by McGraw-Hill Companies. New York, 2002)

[24] Sharpe, J. P, *How to Prepare the TOEFL Test* (*11th Edition*: Ohio,2005)

The student expands their knowledge of vocabulary when he/she is reading a text, such as by finding out new words meaning in dictionary and guessing the meaning from the context. Context helps students making a general prediction about the meaning.[25]It means that, having prediction from the context will help students understand the meaning of a paragraph without stopping looks up every new word in a dictionary. In fact, one of the problems that readers have difficulties in understanding paragraph is that they have lack of vocabularies.

4) Difficult in finding detail Information

The last type of question that is usually found in reading test is detail question or information. This question usually checks student's ability to understand material that is directly written in the text. Some example of detail question fall in the following pattern:

"According to the passage, who were fighting for the conversation in the forest?",

"All of the following are the true except..",

"A person, date, or place is,,,".

In understanding and answering detail question, the students can use scanning strategy. In addition, to find out the answer of detail question, the reader can note or underline the key word in the question, and then scan the passage for that words synonym.

C. Conceptual Framework

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[25] Sharpe, J. P, *How to Prepare the TOEFL Test I9 (11th Edition*: Ohio,2005)

The main focus of this research is students' barriers after online learning at reading subject. The researchers design the conceptual framework of this research by showing diagram below:

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                    ┌─────────────────────┐
                    │   Learning Barries   │
                    └─────────────────────┘
                              │
        ┌──────────────┬──────┴───────┬──────────────┐
        ▼              ▼              ▼              ▼
  ┌──────────┐  ┌──────────────┐ ┌──────────┐ ┌──────────────┐
  │ Physical │  │Communication │ │Systematic│ │ Attitudinal  │
  └──────────┘  └──────────────┘ └──────────┘ └──────────────┘
        │                              │
        └──────────────┬───────────────┘
                       ▼
            ┌─────────────────────────┐
            │ Students Learning Barries │
            └─────────────────────────┘
```
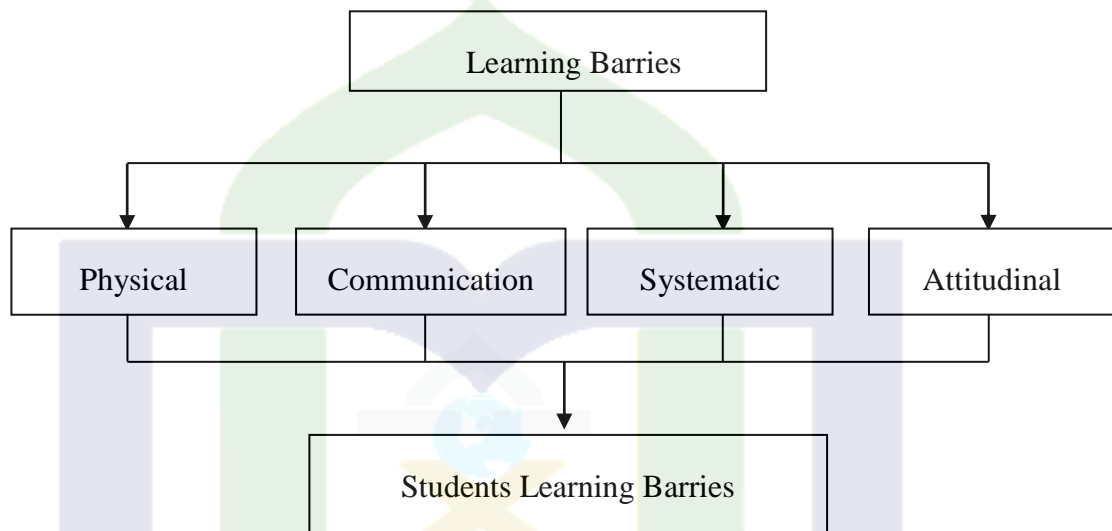
Based on the conceptual framework, the researcher will do the research focuses on students learning barriers in Reading Skill which identified from four aspect of barriers namely; physical, communication, systematic and attitudinal. These all become the main aspect which researched.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

This research used descriptive quantitative method. This method helped the researcher to have deep information to have the answer of the research question.

This method used to analyze the phenomenon by identifying number, graphic in research data. Based on the description above, This design chosen for answering the research question about students' barriers after online learning at second semester of English Education Program at IAIN Parepare.

B. Location and Time

The researcher conducted this research in Tarbiyah Faculty which located in Jl.Amal Bakti No.08 Kota Parepare, South Sulawesi, in this research, the researcher did respondent and it took for 45 days including of the analyzing data.

C. Population and Sample

1. Population

Research population was the entire research sample.[27] In this research the population were the entire of students second semester of English Program Education of IAIN Parepare, the number of population was 140 students.

2. Sample

As the sample, it used simple random sampling by the researcher in order to get perfect data. The researcher took 60 students as the sample of the research.

D. Research Instrument

This research used questionnaire as a instrument. The questionnaire was a list of questions provided to others who the respond (respondent) as requested by the researcher.[20] The researcher used a questionnaire to collect data because it was simpler and many research used a questionnaire. The questionnaire was a

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[27]Arikunto,S,*Prosedur Penelitian,* (Jakarta: Rineka Cipta, 1995), p. 198

[20] Riduwan, *Skala Pengukuran Variable Penelitian* (Bandung: Alfabeta,2009), p.25

good way of collecting certain types of information quickly and relatively cheaply as long as the subject is sufficiently literate and as long as the researcher is sufficiently disciplined to abandon questions that are superfluous to the main mask.[21]

The researcher given questions to the students to obtain information about students' after online learning barriers in English reading skill. The students' answered using a Likert scale with 4 option namely Always, sometimes, seldom and never. the items consisted of 20 items referred of 4 indicators to the responds.

E. **The Procedure of Collecting Data**

In the process of collecting data, the researcher distributed the questionnaire to the students at the second semester of English education or used google form to find out the students after online learning barriers in English reading skill.

F. **Procedure of Data Analysis**

Questionnaire was one of supporting techniques that researcher used to identify students' perspective, responses, opinion, and problem. In this test, the form of questionnaire closes with the alternative answer that has been chosen by the students. Students only chose the best answers which are suitable to themselves. In analyzing the students' response, the writer used the following formula.

$$P \quad \frac{F}{N} \text{X } 100\%$$

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[21] Judith Bell, *Doing Your Research Project: a Guide for First Time Researcher in Education and Social Science* (USA: Open University Press, 1989), p.58.

Where,

P= Percentage

F= Frequency

N= the Total Number of the Respondents.

Questionnaire of this research used likert scale with four options namely strongly agree, agree, disagree, and strongly disagree. The content of the questionnaire consisted of both positive statement and negative statement as seen in the following table:

Table 3.1 Likert Scale

POSITIVE STATEMENT		NEGATIVE STATEMENT	
Category	Score	Category	Score
Always	3	Always	0
Sometimes	2	Sometimes	1
Seldom	1	Seldom	2
Never	0	Never	3

The data above referred to the scale in questioner, after identifying the data and converted the data into scale, the students' categorized the students' based on the category below:

Table 3.2 Category of Barries

Category	Interval Score
High	51% - 100%

Low	0% - 50%

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This research begin from the observation step which become the collecting data proccessed. This ressearch conducted in English Education of IAIN Parepare which become the location of this reseach, the researcher conducted the research on 9 November 2022. The step of the collecting data was beginning from the observation, while anothe step was spreading the questioner for the students to identify their barries after online learning.

The learning barries become the focuss research which really important to be known as researcher. Learning barries which identify in this ressearch was focusing on several indicator, The barrier can also to speak of an obstacle in the process that makes it difficult to make progress. An obstacle is an object, thing, action or situation that causes an obstruction. There are, therefore, different types of obstacles, which can be physical, cultural even specifict term. Definition of barrier is anything which makes it difficult for someone to do something, especially to send goods from one place to another Usage to impose trade barriers on certain goods to restrict the import of some goods by learning activities.

According to the theory that descriptive quantitative method. This method helped the researcher to have deep information to have the answer of the research question. This method used to analyze the phenomenon by identifying number, graphic in research data. Based on that, This design chosen for answering the research question about students' barriers after online learning at second semester of English Education Program at IAIN Parepare.

The instrument used for this research was quesioner, questionnaire as a instrument. The questionnaire is a list of questions provided to others who the

respond (respondent) as requested by the researcher.[20] The researcher uses a questionnaire to collect data because it is simpler and many research used a questionnaire. The questionnaire is a good way of collecting certain types of information quickly and relatively cheaply as long as the subject is sufficiently literate. The researcher gave questions to the students to obtain information about students' after online learning barriers in English reading skill. The students' will answer using a Likert scale with 4 option namely Always, sometimes, often and never. the items consists of 20 items referred of 4 indicators to the responds. Total sample in this research were 60 studens'. The method of spreading questioner was by using link and face to face questioner.

There are 4 indicator used in this research, th eindicator was physical, communication, systematic and atttitudinal, all the indicator conducted by using questioners. The indicator explained clearly in the theory of parttinents idea. This barries referred to the students after online learning. The students' answered the questioner based on their perception on that indicator.

Based on the result of analysis data, the students' barriers after Online Learning Barries of English Reading skill of the Second Semester English Education Students at IAIN Parepare can be explained below:

1. Students' barriers referred to the Physical

The researcher presents the result of the questionnaire. Questionnaire referred to the physical; the explanation showed below:

Table. 4.1 Physical Barries

No	Statement	Options (%)	Category

---

[20] Riduwan, *Skala Pengukuran Variable Penelitian* (Bandung: Alfabeta,2009), p.25

		A	S	S	N	
1	Mata Saya terasa perih saat membaca text karena ukuran huruf yang kecil	25%	71,1%	1,67%	1,67%	Sometimes
2	Mata saya terasa perih jika belajar reading karena menatap layar monitor terlalu lama	46,7%	46,7%	6,67%	0%	Sometimes
3	Saya merasa kepala pusing jika belajar reading	41,7%	40%	18,3%	0%	Always
4	Saya merasa mual saat belajar karena efek kepala pusing	20%	60%	13,3%	6,67%	Sometimes
5	Telinga saya sakit ketika mendengar penjelasan guru	40%	45%	11,7%	3,33%	Sometimes

The data above shows about the accumulation of barriers aspect which shows that, item number 1 showed that students' which choosen an always option on 25%, which sometimes for 71,1%, seldom for 1,67% and never 1,67%. It sums that, dominant option on first item was sometimes. The items was "*Mata Saya terasa perih saat membaca text karena ukuran huruf yang kecil*".

Item number 2 showed that students' which choosen an always option on 46,7%, which sometimes for 46,7%, seldom for 18,0% and never 0%. It sums

that, dominant option on first item was sometimes. The items was "*Mata saya terasa perih jika belajar reading karena menatap layar monitor terlalu lama*".

Item number 3 showed that students' which choosen an always option on 41,7%, which sometimes for 40%, seldom for 18,3% and never 0%. It sums that, dominant option on first item was always. The items was "*Saya merasa kepala pusing jika belajar reading*".

Item number 4 showed that students' which choosen an always option on 20%, which sometimes for 60%, seldom for 13,3% and never 6,67%. It sums that, dominant option on first item was sometimes. The items was "*Saya merasa mual saat belajar karena efek kepala pusing*".

Item number 5 showed that students' which choosen an always option on 40%, which sometimes for 45%, never for 11% and strongly never 3,33%. It sums that, dominant option on first item was sometimes. The items was "*Telinga saya sakit ketika mendengar penjelasan guru*". Based on the result of data above,, it sum that, the students moslty feel the barries on physical barries which dominant in *sometimes option*.

2. Students' barriers referred to the Communication

The researcher presents the result of the questionnaire. Questionnaire referred to the communication; the explanation showed below:

Table. 4.2 Communication Barries

No	Statement	Options (%)	Category

		A	S	S	N	
6	Saya merasa kesulitan memahami penjelasan guru karena penjelasann terlalu singkat	30%	50%	20%	0%	Sometimes
7	Saya tidak bisa melihat ekspresi guru dengan jelas	25%	50%	20%	0%	Sometimes
8	Saya tidak dapat mendengar intonasi suara guru dengan jelas saat belajar	18,3%	56,7%	18,3%	6,67%	Sometimes
9	Saya merasa canggung belajar reading	21,7%	60%	16,7%	1,67%	Sometimes
10	Saya mencoba mengklarifikasi pertanyaan ketika saya tidak memahaminya	30%	58,3%	10%	1,67%	Sometimes

The data above shows about the accumulation of barriers aspect which shows that, item number 6 showed that students' which choosen an always option on 30%, which sometimes for 50%, seldom for 20% and never 0%. It sums that, dominant option on first item was sometimes. The items was "*Saya merasa kesulitan memahami penjelasan guru karena penjelasann terlalu singkat*".

Item number 7 showed that students' which choosen an always option on 25%, which sometimes for 50%, seldom for 20% and never 0%. It sums that,

dominant option on first item was sometimes. The items was "*Saya tidak bisa melihat ekspresi guru dengan jelas*".

Item number 8 showed that students' which choosen an always option on 18,3%, which sometimes for 56,7%, seldom for 18,3% and never 6,67%. It sums that, dominant option on first item was always. The items was "*Saya tidak dapat mendengar intonasi suara guru dengan jelas saat belajar*".

Item number 9 showed that students' which choosen an always option on 21,7%, which sometimes for 60%, seldom for 16,7% and never 1,67%. It sums that, dominant option on first item was sometimes. The items was "*Saya merasa canggung belajar reading*".

Item number 10 showed that students' which choosen an always option on 30%, which sometimes for 58,3%, seldom for 10% and never 1,67%. It sums that, dominant option on first item was sometimes. The items was "*Saya mencoba mengklarifikasi pertanyaan ketika saya tidak memahaminya secara online*". Based on the result of data above,, it sum that, the students moslty feel the barries on communicative barries which dominant in *sometimes option.*

3. Students' barriers referred to the Systematic

The researcher presents the result of the questionnaire. Questionnaire referred to the systematic; the explanation showed below:

Table. 4.3 Systematic Barries

No	Statement	Options (%)				Category
		A	S	S	N	
11	Saya mengalami kesulitas belajar reading karena guru tidak memberikan saya apresiasi	6,67%	35%	51,7%	6,67%	Never
12	Saya sulit memahami materi reading karena guru tidak memperhatikan saya secara maksimal.	10%	26,7%	40%	23,3%	Never
13	Saya merasa kesulitas memahami materi karena guru hanya berfokus pada siswa yang lebih aktif.	6,67%	38,3%	40%	15%	Never
14	Saya kesulitan memahami materi karena guru hanya memberi pujian pada siswa yang aktif	6,67%	8,33%	76,7%	8,33%	Never
15	Saya merasa kesulitan memahami materi karena tidak diberikan kesempatan	8,33%	11,7%	53,3%	26,7%	Never

	untuk menjawab					

The data above shows about the accumulation of barriers aspect which shows that, item number 11 showed that students' which choosen an always option on 6,67%, which sometimes for 35%, seldom for 51,7% and never 6,67%. It sums that, dominant option on first item was sometimes. The items was "*Saya mengalami kesulitas belajar reading karena guru tidak memberikan saya apresiasi*".

Item number 12 showed that students' which choosen an always option on 10%, which sometimes for 26,7%, seldom for 40% and never 23,3%. It sums that, dominant option on first item was sometimes. The items was "*Saya sulit memahami materi reading karena guru tidak memperhatikan saya secara maksimal*".

Item number 13 showed that students' which choosen an always option on 6,67%, which sometimes for 38,3%, seldom for 40% and never 15%. It sums that, dominant option on first item was always. The items was "*Saya merasa kesulitas memahami materi karena guru hanya berfokus pada siswa yang lebih aktif.*".

Item number 14 showed that students' which choosen an always option on 6,67%, which sometimes for 8,33%, seldom for 76,7% and never 8,83%. It sums that, dominant option on first item was never. The items was "*Saya*

kesulitan memahami materi karena guru hanya memberi pujian pada siswa yang

aktif".

Item number 15 showed that students' which choosen an always option on 8,33%, which sometimes for 11,7%, seldom for 53,3% and never 26,7%. It sums that, dominant option on first item was never. The items was "*Saya merasa kesulitan memahami materi karena tidak diberikan kesempatan untuk menjawab*". Based on the result of data above,, it sum that, the students did not feel the barries on systematic barries which dominant in *never option.*

4. Students' barriers referred to the Attitudial

The researcher presents the result of the questionnaire. Questionnaire referred to the Attitudial; the explanation showed below:

Table. 4.4 Attitudial Barries

No	Statement	Options (%)				Category
		A	S	S	N	
16	Saya kesulitan memahami materi reading karena saya malas	3,33%	66,7%	5%	25%	Sometimes
17	Saya tidak tertarik belajar reading	66,7%	26,7%	3,33%	3,67%	Always
18	Saya merasa cepat bosan ketika belajar reading	10%	60%	10%	21,7%	Sometimes
19	Saya merasa tidak bergairah ketika pembelajaran reading	48%	35%	8,33%	8,35%	always

20	Saya merasa ragu jika disuruh bertanya atau menjawab pertanyaan reading	10%	6,67%	55%	28,3%	Never

The data above shows about the accumulation of barriers aspect which shows that, item number 16 showed that students' which choosen an always option on 3,33%, which sometimes for 66,7%, seldom for 5% and never 25%. It sums that, dominant option on first item was sometimes. The items was "*Saya kesulitan memahami materi reading karena saya malas*".

Item number 17 showed that students' which choosen an always option on 66,7%, which sometimes for 26,7%, seldom for 3,33% and never 3,67%. It sums that, dominant option on first item was always. The items was "*Saya tidak tertarik belajar reading*".

Item number 18 showed that students' which choosen an always option on 10%, which sometimes for 60%, seldom for 10% and never 21,7%. It sums that, dominant option on first item was always. The items was "*Saya merasa cepat bosan ketika belajar reading*"

Item number 19 showed that students' which choosen an always option on 48%, which sometimes for 35%, seldom for 8,33% and never 28,3%. It sums that, dominant option on first item was always. The items was "*Saya merasa tidak bergairah ketika pembelajaran reading*".

Item number 20 showed that students' which choosen an always option on 10%, which sometimes for 6,67%, seldom for 55% and never 28,3%. It sums that, dominant option on first item was never. The items was "*Saya merasa ragu jika disuruh bertanya atau menjawab pertanyaan reading*". Based on the result of data above,, it sum that, the students feel the barries on attitudial barries which dominant in *always option.*

According to the data above, the researcher categorized the classification of students' barriers based on the table below:

1. Learning Barries based on the students

   According to the result data, the students learning baries can be explained below:

No	Informan	Category Barries
1	Informan 1	low
2	Informan 2	high
3	Informan 3	high
4	Informan 4	high
5	Informan 5	high
6	Informan 6	low
7	Informan 7	high
8	Informan 8	high
9	Informan 9	high
10	Informan 10	high
11	Informan 11	low
12	Informan 12	low

13	Informan 13	high
14	Informan 14	high
15	Informan 15	high
16	Informan 16	high
17	Informan 17	low
18	Informan 18	high
19	Informan 19	low
20	Informan 20	high
21	Informan 21	low
22	Informan 22	low
23	Informan 23	high
24	Informan 24	high
25	Informan 25	high
26	Informan 26	high
27	Informan 27	high
28	Informan 28	high
29	Informan 29	high
30	Informan 30	high
31	Informan 31	high
32	Informan 32	high
33	Informan 33	high
34	Informan 34	high
35	Informan 35	high
36	Informan 36	high

37	Informan 37	high
38	Informan 38	high
39	Informan 39	high
40	Informan 40	high
41	Informan 41	high
42	Informan 42	low
43	Informan 43	low
44	Informan 44	high
45	Informan 45	high
46	Informan 46	low
47	Informan 47	high
48	Informan 48	high
49	Informan 49	low
50	Informan 50	low
51	Informan 51	low
52	Informan 52	high
53	Informan 53	low
54	Informan 54	high
55	Informan 55	low
56	Informan 56	high
57	Informan 57	low
58	Informan 58	high
59	Informan 59	low
60	Informan 60	low

Sources : Data Valid on Appendix

2. Learning Barries based on the indicator

According to the data, the barriers based on the indicator used which showed on the data below:

No	Indicators	Rasult	
		Result	Category
1	Physical	71.56	High
2	Communication	65.89	High
3	Systematic	39.44	Low
4	Attitudinal	29.33	Low

Sources : Data Valid on Appendix

Based on the data above, the indicator showed that physical as high barriers, communicative as high barriers and systematic as low barriers and attitudinal as low barriers.

3. Students Barries after online learning at second semester of English Education Program at IAIN Parepare

According to the data, the researcher explained the students barriers based on the table below:

NO	TOTAL STUDENTS	RESULT BARRIESN	
		SCORE	SCORE BARRIERS
1	60 students	1856	**51.56**
2	Category	High Barries	

Sources : Data Valid on Appendix

According to the data above, the students get barriers data which category of High barriers, the accumulation score for all indicator from all students was 51,56 which category of high barriers.

B. Discussion

Based on the explanation above, the researcher disscussed about the students barries on online learning, the students's barries referred to the indicator of physical, communication, systematic and atttitudinal, all those indicator was researched in this study. The result daata showed that, physical barries which identify for the students In English Education program that mostly students agree on option about their eyes which fell hurted in theyr learning proccessed. The dominanat option was 71,1 which reaally high to be conducted.

Another explanation for the second item that, physical barries which referred to the condition which students face the monitor of their phone or PC for long time duration, it impact to their eyes healthy. It become the dominant option for always felling hurting on students' eyes.

The indicator showed that physical as high barriers, communicative as high barriers and systematic as low barriers and attitudinal as low barriers. It also staed on the third item which the students' fell heaadache when they learn reading for online learning, this reading subject ofcourse will forrce the students' to read much text in screen, it may impact to the students eyes possition, it force the students eyes. The dominanat option showed 46,7% fell hurting when they learn reading subject on screen Hp.

The students also is stressed caused by their eyes and eaar which may be preoccupied by personal concerns and not as receptive to the message as if they were not stressed.[28] Physical barriers when conducting online lectures, namely when a student has many problems but they cannot express the things they feel. so sometimes they feel fine but in reality they have a lot of problems. Based on the result data showed that, mostly stduents did not understand the materials when it teach by online learning, it caused many studens fell better in their learning face to face. Barries reaally felt by the students' since it teach by online learning.

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[28] Braun, V., & Clarke, V. *Using thematic analysis in psychology*. (Qualitative Research in Psychology. 3(2), 2016)

The students' communication barries also stated because of the teacher expression which did not really clear by he screen on handphone, the students can not really understand the materials when the teacher explained the materials by using their phone. Some of the explanation should be taugh by clear expression specially for reading subject.

Based on the explanation above, it also supported by anoother research that stated the effects of online learning barriers on students' perceived learning and academic achievement. In this study, the barriers identified by Muilenburg were used as online learning barriers. These are (1) administrative issues, (2) social interaction, (3) academic skills, (4) technical skills, (5) learner motivation, (6) time and support for studies, (7) cost and access to the Internet, and (8) technical problems. In addition to online learning barriers, gender and job status are other variables of the study. The research was conducted with 622 online learning students and designed on a quantitative cross-sectional survey model. The analysis results show that gender and job status affect both academic achievement and perceived learning. In terms of students' online learning barriers, academic skills and learning motivation are predictors of academic achievement. In addition, academic skills and time and support for studies are predictors of perceived learning.[29]

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[29] Muel, "Student Barriers to Online Learning as Predictors of Perceived Learning and Academic Achievement" Online Journal of Distance Education-TOJDE April 2022 ISSN 1302-6488 Volume: 23 Number: 2 Article)

Based on that study, in fact many sudents' really fel the barries of after online learning which also identify by the reesearch before, many students' really fell barries on their learning activities.

CHAPTER V

CLOSING

A. Conclusion

Based on the findings and the result of the data analysis in the previous chapter about after online learning Barries of English Reading Skill of the Second Semester English Education Students at IAIN Parepare. The conclusion showed that Students' showed physical score in 71,56 as high barriers, communicative for 65,89 as high barriers and systematic 39,44 as low barriers and attitudinal for 29,33 as low barriers. The students' accumulation showed that all students' barriers can be categorized as high barriers for 51,56.

B. Suggestion

Based on the research and discussion, researcher offer two points of ideas aimed to the teacher and researchers. These points were described as follow:

1. The English teachers are suggested to change the system of teaching reading in order to solve the barriers.

2. The English teachers are suggested to give more attention which undertand also the students like and habit in their teaching proccessed.

3. The English teachers are suggested to stimulate the students' motivation in learning English especially for reading.

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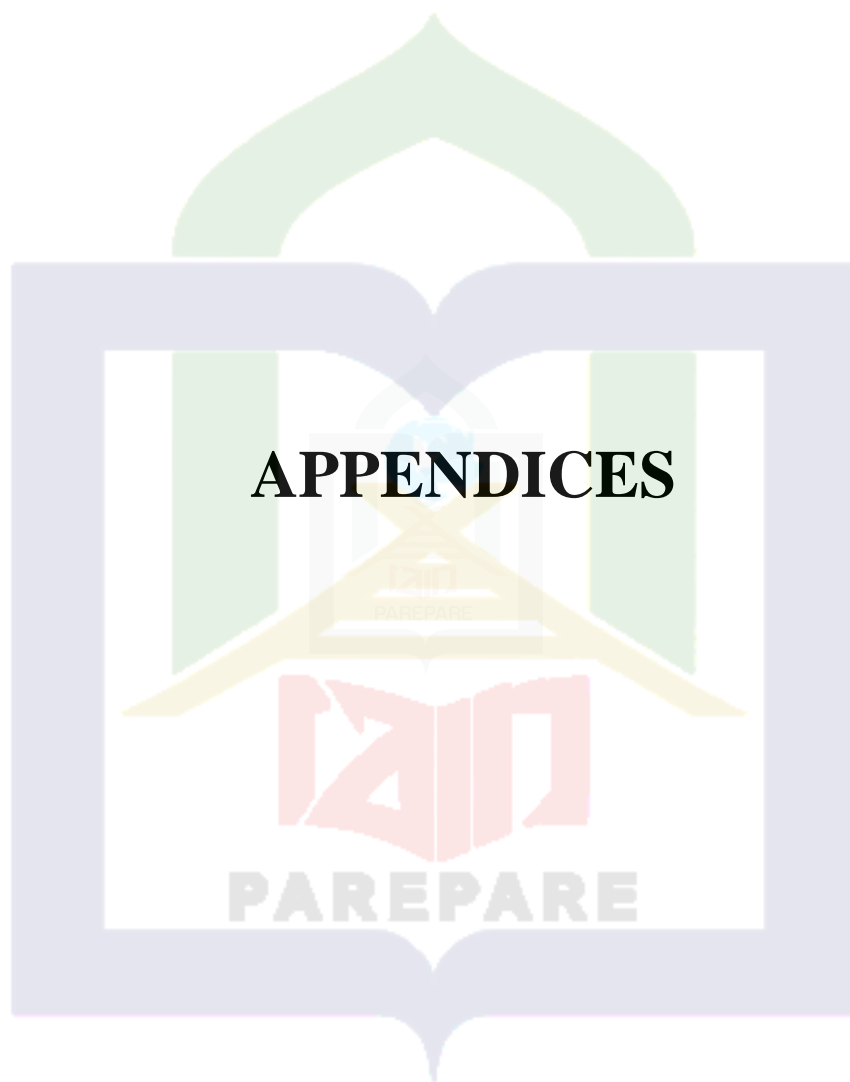
APPENDICES

Appendix 01 : Instrument

<table>
<tr>
<td rowspan="2"></td>
<td>**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Jln. Amal Bakti No. 8 Soreang,</td>
</tr>
<tr>
<td>**VALIDASI INSTRUMEN PENELITIAN SKRIPSI**</td>
</tr>
</table>

Please answer the question based on your opinion:

No	Indicators	Item
1	Physical	1,2,3,4,5
2	Communication	6,7,8,9,10
3	Systematic	11,12,13,14,15
4	Attitudinal	16,17,18,19,20

I. IDENTITAS RESPONDEN

Nama Siswa :

Kelas :

Jenis Kelamin : Laki-Laki / Perempuan (coret yang tidak perlu)

II. PETUNJUK PENGISIAN

1. Pernyataan yang ada, mohon dibaca dan dipahami dengan sebaik-baiknya, sehingga tidak ada pernyataan yang tidak terisi atau terlewat

2. Berilah tanda cheklist pada jawaban yang telah disediakan. Pilihlah jawaban yang sesuai pendapat atas pernyataan.

Dengan Keterangan di bawah ini:

0 : Never

1 : Seldom

2 : Sometimes

3 : Always

No	Pertanyaan	Pilihan			
		A	S	S	N
1	Mata Saya terasa perih saat membaca text karena ukuran huruf yang kecil				
2	Mata saya terasa perih jika belajar reading secara online karena menatap layar monitor terlalu lama				
3	Saya merasa kepala pusing jika belajar reading secara online				
4	Saya merasa mual saat belajar secara online karena efek kepala pusing				
5	Telinga saya sakit ketika mendengar penjelasan guru yang melalui online				
6	Saya merasa kesulitan memahami penjelasan guru karena penjelasann terlalu singkat				
7	Saya tidak bisa melihat ekspresi guru dengan jelas secara online				
8	Saya tidak dapat mendengar intonasi suara guru dengan jelas saat belajar secara online				
9	Saya merasa canggung belajar reading secara online				
10	Saya mencoba mengklarifikasi pertanyaan ketika saya tidak memahaminya secara online				

11	Saya mengalami kesulitas belajar reading karena guru tidak memberikan saya apresiasi				
12	Saya sulit memahami materi reading karena guru tidak memperhatikan saya secara maksimal.				
13	Saya merasa kesulitas memahami materi karena guru hanya berfokus pada siswa yang lebih aktif.				
14	Saya kesulitan memahami materi karena guru hanya memberi pujian pada siswa yang aktif				
15	Saya merasa kesulitan memahami materi karena tidak diberikan kesempatan untuk menjawab				
16	Saya kesulitan memahami materi reading karena saya malas				
17	Saya tidak tertarik belajar reading secara online				
18	Saya merasa cepat bosan ketika belajar reading dengan metode online				
19	Saya merasa tidak bergairah ketika pembelajaran reading online				
20	Saya merasa ragu jika disuruh bertanya atau menjawab pertanyaan reading saat online				
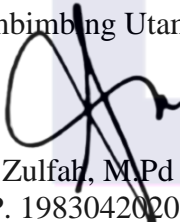
After examining the drafting of the student's thesis proposal in accordance with the title, it is essentially dement to have fulfilled the eligibility to be used in the research concerned.
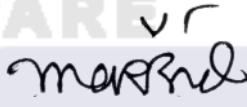
Parepare, 21 April 2022

Mengetahui,

Pembimbing Utama   Pembimbing Pendamping

Dr. Zulfah, M.Pd   Dr. Arqam, M.Pd
NIP. 198304202008012010   NIP. 197403292002121001

Appendix 02 : Master Tabel

No	INFORMAN	MASTER TABEL																				TOTAL
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	Informan 1	2	3	3	2	3	3	3	3	3	3	0	0	0	0	0	0	0	0	0	0	28
2	Informan 2	0	2	2	0	2	2	3	0	1	3	3	1	1	1	1	1	2	3	2	1	31
3	Informan 3	3	3	3	2	3	2	2	1	2	3	1	0	1	1	1	1	1	1	1	1	33
4	Informan 4	2	3	2	2	3	3	3	2	2	2	1	1	1	1	1	1	1	1	1	1	34
5	Informan 5	3	3	3	3	3	3	2	3	3	3	0	0	0	0	0	0	0	0	2	0	31
6	Informan 6	2	3	2	2	3	3	2	3	2	2	0	2	0	0	0	0	0	0	1	0	27
7	Informan 7	3	2	2	3	3	2	2	3	3	3	1	1	1	1	1	1	1	1	1	1	36
8	Informan 8	2	3	1	3	1	2	2	2	2	2	2	1	2	1	3	1	2	1	3	1	37
9	Informan 9	2	3	3	2	2	3	3	1	1	3	1	1	1	1	2	0	1	1	3	2	36
10	Informan 10	2	3	2	2	3	3	2	2	2	2	1	0	1	1	1	1	1	2	1	2	34
11	Informan 11	2	2	3	2	3	2	2	2	1	2	1	1	1	0	0	0	1	1	2	0	28
12	Informan12	2	3	3	2	3	3	3	2	2	2	1	0	1	1	1	0	0	0	0	0	29
13	Informan 13	2	2	3	2	2	2	3	2	2	3	1	1	1	1	1	1	0	1	0	0	30
14	Informan 14	2	3	2	2	2	2	2	2	2	2	1	1	1	1	1	1	1	1	1	1	31
15	Informan 15	2	2	2	2	2	2	2	2	2	2	1	1	1	1	1	1	1	1	1	1	30
16	Informan 16	2	2	2	2	2	2	2	2	2	2	1	1	2	1	2	1	1	1	1	1	32

17	Informan 17	2	2	3	3	2	3	2	2	2	2	0	0	0	1	1	0	0	0	1	0	26
18	Informan 18	2	2	2	2	2	2	2	2	2	2	1	1	1	1	1	1	1	1	1	1	30
19	Informan 19	1	2	2	1	2	1	2	1	1	2	1	1	2	1	1	1	1	0	1	1	25
20	Informan 20	2	2	3	2	3	2	2	2	3	2	1	1	1	1	0	0	1	1	1	1	31
21	Informan 21	2	3	3	2	2	2	2	2	2	1	1	0	0	1	0	1	1	1	0	1	27
22	Informan 22	2	3	3	2	3	3	3	2	2	2	1	0	1	1	1	0	0	0	0	0	29
23	Informan 23	2	2	3	2	2	2	3	2	2	3	1	1	1	1	1	1	0	1	0	0	30
24	Informan 24	2	3	2	2	2	2	2	2	2	2	1	1	1	1	1	1	1	1	1	1	31
25	Informan 25	2	2	3	3	2	2	3	3	3	1	1	1	1	1	1	1	1	3	2	3	39
26	Informan 26	3	1	3	1	2	2	3	3	2	2	3	3	3	1	1	1	1	1	3	3	42
27	Informan 27	3	3	2	2	3	1	3	1	2	2	2	2	2	2	1	2	1	3	1	2	40
28	Informan 28	3	2	2	3	3	3	2	2	3	3	1	1	3	1	1	1	1	2	0	1	38
29	Informan 29	2	3	2	3	3	2	2	3	3	2	2	2	2	1	0	1	1	1	1	1	37
30	Informan 30	3	3	2	3	2	3	2	3	2	2	2	1	2	1	1	1	0	0	0	1	34
31	Informan 31	2	3	2	2	3	3	2	3	3	3	2	2	2	1	0	1	1	1	0	0	36
32	Informan 32	3	2	2	2	2	3	2	2	2	3	2	2	3	1	1	1	1	1	1	0	36
33	Informan 33	2	2	2	2	3	2	2	2	2	2	2	2	2	1	1	1	1	1	1	1	34
34	Informan 34	2	2	2	2	2	2	2	2	2	2	2	2	2	1	1	1	1	1	1	1	33
35	Informan 35	2	3	3	2	2	2	2	2	2	2	2	2	2	1	1	2	1	2	1	1	37
36	Informan 36	2	2	2	2	2	3	3	2	3	2	2	2	2	0	0	0	1	1	0	0	31
37	Informan 37	2	2	1	2	2	2	2	2	2	2	2	2	2	1	1	1	1	1	1	1	32

VIII

No		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
38	Informan 38	2	3	2	3	2	2	1	2	1	2	1	1	2	1	1	2	1	1	1	1	32
39	Informan 39	3	3	2	2	2	3	2	3	2	2	2	3	2	1	1	1	1	0	0	1	36
40	Informan 40	3	3	2	3	3	3	2	2	2	2	2	2	1	1	0	0	1	0	1	1	34
41	Informan 41	2	2	3	2	3	2	2	2	3	2	1	1	1	1	0	0	1	1	1	1	31
42	Informan 42	2	3	3	2	2	2	2	2	2	1	1	0	0	1	0	1	1	1	0	1	27
43	Informan 43	2	3	3	2	3	3	3	2	2	2	1	0	1	1	1	0	0	0	0	0	29
44	Informan 44	2	2	3	2	2	2	3	2	2	3	1	1	1	1	1	1	0	1	0	0	30
45	Informan 45	2	2	3	2	3	2	2	2	3	2	1	1	1	1	0	0	1	1	1	1	31
46	Informan 46	2	3	3	2	2	2	2	2	2	1	1	0	0	1	0	1	1	1	0	1	27
47	Informan 47	2	2	3	2	3	2	2	2	3	2	1	1	1	1	0	0	1	1	1	1	31
48	Informan 48	2	3	3	2	2	2	2	2	2	3	3	3	2	2	2	1	0	1	0	1	38
49	Informan 49	3	2	1	1	1	1	0	0	2	2	2	3	2	2	3	1	1	0	0	0	27
50	Informan 50	2	1	1	0	0	1	0	1	2	3	2	2	2	3	2	1	1	1	0	0	25
51	Informan 51	3	2	1	1	1	1	0	0	2	2	2	2	2	2	1	1	0	1	1	1	26
52	Informan 52	2	1	1	0	0	1	0	1	2	3	2	2	2	3	2	1	1	3	2	3	32
53	Informan 53	2	2	1	0	1	1	1	0	2	2	2	2	2	2	1	1	0	1	3	3	29
54	Informan 54	2	3	1	1	1	1	1	1	1	1	1	0	0	1	2	1	0	3	1	2	24
55	Informan 55	2	2	1	1	1	1	1	1	0	0	1	0	1	1	3	1	1	2	0	1	21
56	Informan 56	3	1	1	1	1	1	1	1	1	1	1	0	0	1	2	1	1	1	1	1	21
57	Informan 57	2	2	3	3	3	1	1	1	1	2	2	1	2	1	1	1	0	0	0	1	28
58	Informan 58	2	2	2	2	2	2	1	2	1	3	2	2	2	1	0	1	1	1	0	0	29

| 59 | Informan 59 | 3 | 3 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 1 | 3 | 43 |
| 60 | Informan 60 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 |

Informan Ke-	RESULT DATA BARRIES BASED ON THE INDIVIDUALS	
	SKOR	BARRIES SKOR
1	28	46.67
2	31	51.67
3	33	55.00
4	34	56.67
5	31	51.67
6	27	45.00
7	36	60.00
8	37	61.67
9	36	60.00
10	34	56.67
11	28	46.67
12	29	48.33
13	30	50.00
14	31	51.67
15	30	50.00
16	32	53.33
17	26	43.33
18	30	50.00
19	25	41.67
20	31	51.67
21	27	45.00
22	29	48.33
23	30	50.00
24	31	51.67

25	39	65.00
26	42	70.00
27	40	66.67
28	38	63.33
29	37	61.67
30	34	56.67
31	36	60.00
32	36	60.00
33	34	56.67
34	33	55.00
35	37	61.67
36	31	51.67
37	32	53.33
38	32	53.33
39	36	60.00
40	34	56.67
41	31	51.67
42	27	45.00
43	29	48.33
44	30	50.00
45	31	51.67
46	27	45.00
47	31	51.67

48	38	63.33
49	27	45.00
50	25	41.67
51	26	43.33
52	32	53.33
53	29	48.33
54	24	40.00
55	21	35.00
56	21	35.00
57	28	46.67
58	29	48.33
59	43	71.67
60	21	35.00
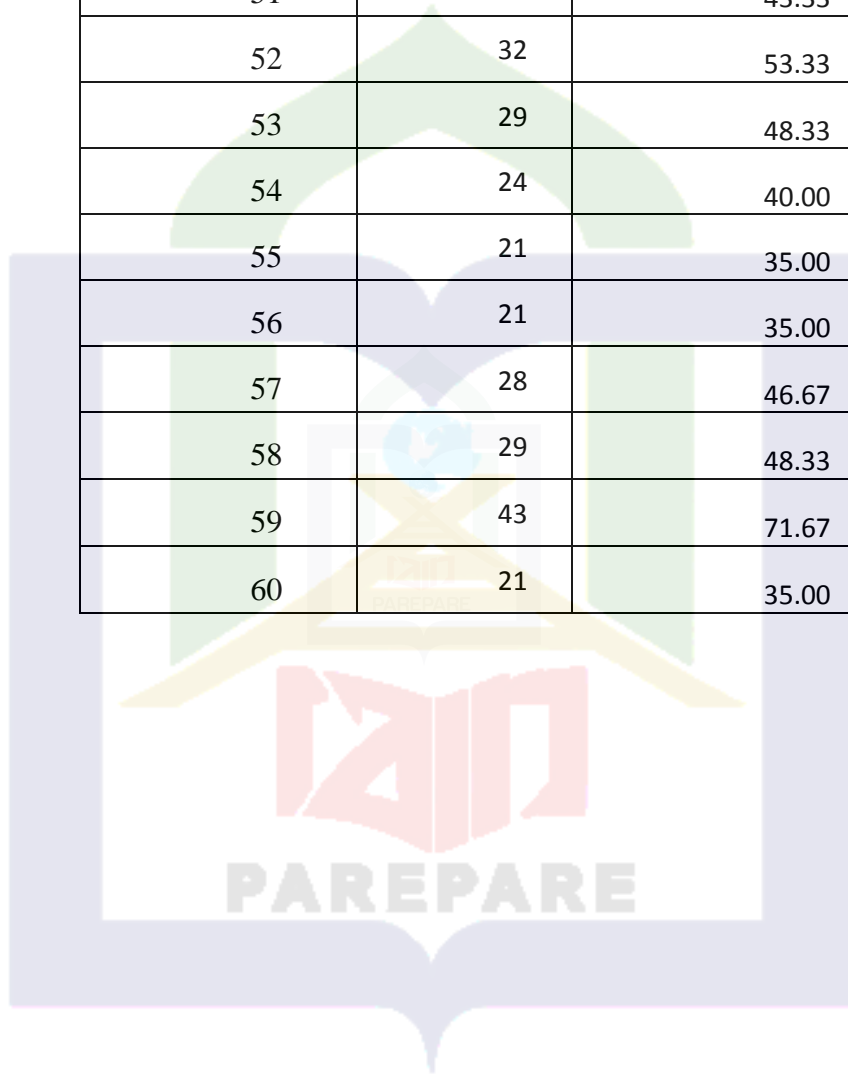
NO	INDICATORS	RESULT DATA BASED ON INDICATORS	
		SCORE	BARRIERS SCORE
1	Physical	644	71.56
2	Communication	593	65.89
3	Systematic	355	39.44
4	Attitudinal	264	29.33

		RESULT BARRIESN	
NO	TOTAL STUDENTS	SCORE	SCORE BARRIERS
1	60 students	1856	51.56
2	Category	High Barries	

Appendix 03 : Dokumentation

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

SURAT KETERANGAN TELAH MENELITI
NOMOR : B.084/In.39/FTAR.01/PP.00.9/01/2023

Yang bertanda tangan di bawah ini,

Nama	: Bahtiar, M.A	
NIP	: 19720505 199803 1 004	
Pangkat/Golongan	: Pembina / IV a	
Jabatan	: Wakil Dekan Bidang Akademik, Kemahasiswaan, Kelembagaan dan Kerjasama	
Instansi	: Institut Agama Islam Negeri Parepare	

dengan ini menerangkan bahwa

Nama	: Zulvisiana Rafidah Naim
NIM	: 17.1300.098
Fakultas/Prodi	: Tarbiyah/ Pendidikan Bahasa Inggris
Alamat	: BTN Batara Graha Lapadde Blok B No.6 Parepare

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan November 2022 sampai dengan bulan Desember 2022, dengan judul penelitian "**Students Online Learning Barries In English Reading Skill A Study At Second Semester Of English Education Study Program IAIN Parepare**".

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 09 Januari 2023
Wakil Dekan I,

Bahtiar

XVII

SRN IP0000816

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 : 816/IP/DPM-PTSP/11/2022

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. 23 Tahun 2022 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 :

KEPADA

M E N G I Z I N K A N

NAMA   : **ZULVISIANA RAFIDAH NAIM**

UNIVERSITAS/ LEMBAGA   : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan   : **PENDIDIKAN BAHASA INGGRIS**
ALAMAT   : **BTN BATARA GRAHA LAPADDE BLOK B NO. 6 PAREPARE**
UNTUK   : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN   : **STUDENTS ONLINE LEARNING BARRIES IN ENGLISH READING SKILL A STUDY AT SECOND SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM IAIN PAREPARSE**

LOKASI PENELITIAN : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN   : **09 November 2022 s.d 09 Desember 2022**

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 : **09 November 2022**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE

Hj. ST. RAHMAH AMIR, ST, MM
Pangkat : Pembina (IV/a)
NIP   : 19741013 200604 2 019

Biaya : Rp. 0.00

CURRICULUM VITAE

Zulvisiana Rafidah Naim's nickname is Sheila. Born in Parepare, July 4 2000. The 3rd (Three) child born to Mr. Alm. Naim Hs and Hafsah Musa. Currently the author lives in Btn Batara Graha Lapadde block b/6, Kel. Lapadde, Kec. Ujung, City of Parepare. The education taken by the author is SD Negeri 9 Parepare (2005-2011), SMP Negeri 1 Parepare (2012-2013), SMP Negeri 4 Parepare (2014) SMA Negeri 1 Parigi Tengah (2015-2016) SMA Negeri 3 Parepare (2017), to then continued his studies to undergraduate level at the State Islamic State (IAIN) Parepare and chose the English Language Education Program with the research title "Students' after Online Learning Barriers in English Skill: A Study at Second Semester of English Education Study Program IAIN Parepare"