

## **BAB IV**

### **FINDING AND DISCUSSION**

This chapter presents the findings and discussion of the research. This section discusses research findings related to the analysis of reflection sheets from 22 EFL sixth-semester students. It is intended to answer research questions about the challenges of EFL students in online learning during Covid-19. Furthermore, this chapter covers the results of collecting reflection data through Google Forms.

#### **4.1 Findings**

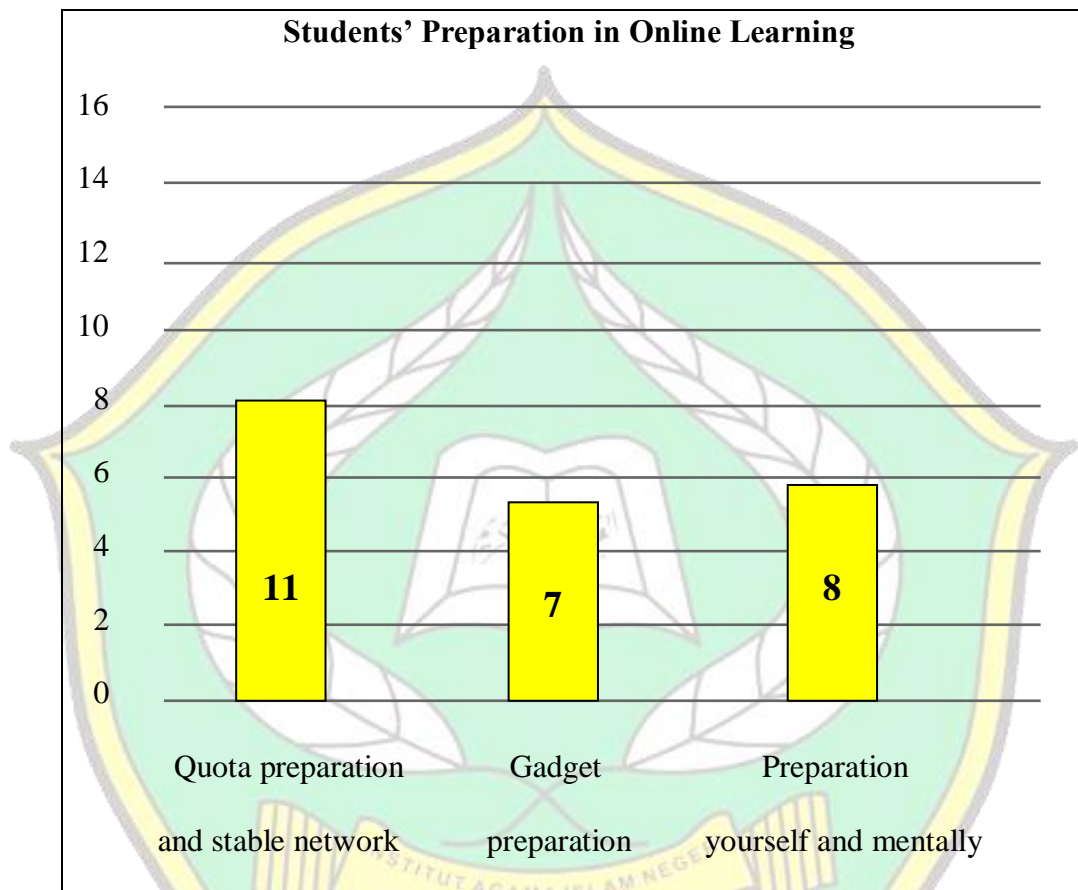
The findings present an interpretation of the data collected from reflection. This part aims to reveal and answer the research question about to what are the challenges students encountered in online learning during Covid-19. To present the data related to the students' challenges of online learning, the researchers have collected data through student reflection to know what the challenges that they have experienced during online learning.

##### **4.1.1 Finding of Students' Reflection**

Based on the data that has been collected by the researcher through reflection, 22 students have completed the reflection. Research reflections are divided into two themes, where number one discusses the preparations made by students to learn online, then number two, three, four, and five discuss the challenges experienced by students when doing online learning. The participants were asked five questions related to what challenges they experienced while learning online.

#### 4.1.1.1. Students' preparation for online learning

Preparation relates to the preparation of students when they will do online learning. From reflection questions, measuring questions level of student readiness which is reflected in Q1.



**Graphic 4.1.1.1 Students' Preparation in Online Learning**

Based on Figure 4.1.1.1 in preparation for online learning, most of the participants prepared internet quota and a stable network so that they can do online learning well without having to go in and out of Zoom.

#### 4.1.1.2. Students' challenges in distraction at home

The following reflection shows that most of the challenges faced by students in terms of distractions at home are noise that comes from neighbors

as well as people at home and the surrounding environment. This can be seen in the following quote:

“The challenge that I experienced was the **condition of the house environment which was sometimes noisy**. The disturbance sometimes comes from **the sound of the rooster crowing, the music playing loudly by the neighbors.**” **ST.1**

“The challenge I usually face at home is when there is an online class, **my sister likes to come and make a fuss**. Finally, I sometimes find it difficult to focus when studying. In addition, I also get from **noises from outside and neighbors**. For example, the **sound of farm chickens or the sound of other livestock** which is sometimes noisy.”**ST.4**

“The challenges are many, if you are **at home it's usually crowded so you don't focus**. And the last challenge is **having to divide the time to help mom** while learning online via Zoom.” **ST.5**

“Another challenge is that **my house is sometimes quite noisy** which makes it difficult for me to concentrate.” **ST.6**

“Sometimes in **kids and annoying homework.**”**ST.7**

“The challenges that I face is added to the **noise that is in the house**, then also the **sounds of chickens** which are very annoying when zooming.” **ST.8**

“The challenge I face is when parents/others don't know that I'm doing online lectures, they always **call me when I'm taking lessons**, so I sometimes don't hear what the lecturer is instructed or conveyed.” **ST.9**

“When studying online I was not so calm because I heard a lot of **noise from neighbors**, besides that, I also couldn't focus when I was **called by my parents to do other work** besides doing online learning.” **ST.10**

“The challenges are, there is a commotion such as the **sound of people at home**, the **sound of chickens** or the **sound of heavy rain**, the **sound of lightning**, etc., so that it disrupts our focus during online learning.” **ST.13**

“The most common is network distraction because I live in an area far from the city. So, there is often a logout or bounce from Zoom. Second, **distraction from the surrounding environment**. It often happens when presenting a lot of noises that interfere with concentration, for example, the **voices of children**, **people at**

homechatting, neighbors who play audio too loudly to the sound of animals.”ST.14

In addition, another challenge those students also face when studying online in terms of distractions at home is a poor network. Because some of the students’ houses are located in rural areas which is to get a good network. The following are student statements below:

“However, there were some disturbances, such as poor network connection, because my village's network was often disrupted because it was located in a rural area.”ST.2

“The challenge is, I'm often late for classes because I'm blocked by a bad network connection. In addition, I also do not understand the learning material that has been followed.” ST.3

“The challenges are many, the first is the disruption of the internet connection.” ST.5

“My biggest challenge is the unstable internet network.” ST.6

“The challenges that I face are mainly the network is not sufficient.”  
ST.8

“The challenge I face is **network problems**. This often happens when the online learning process has been implemented. Whereas before was also fine.” **ST.9**

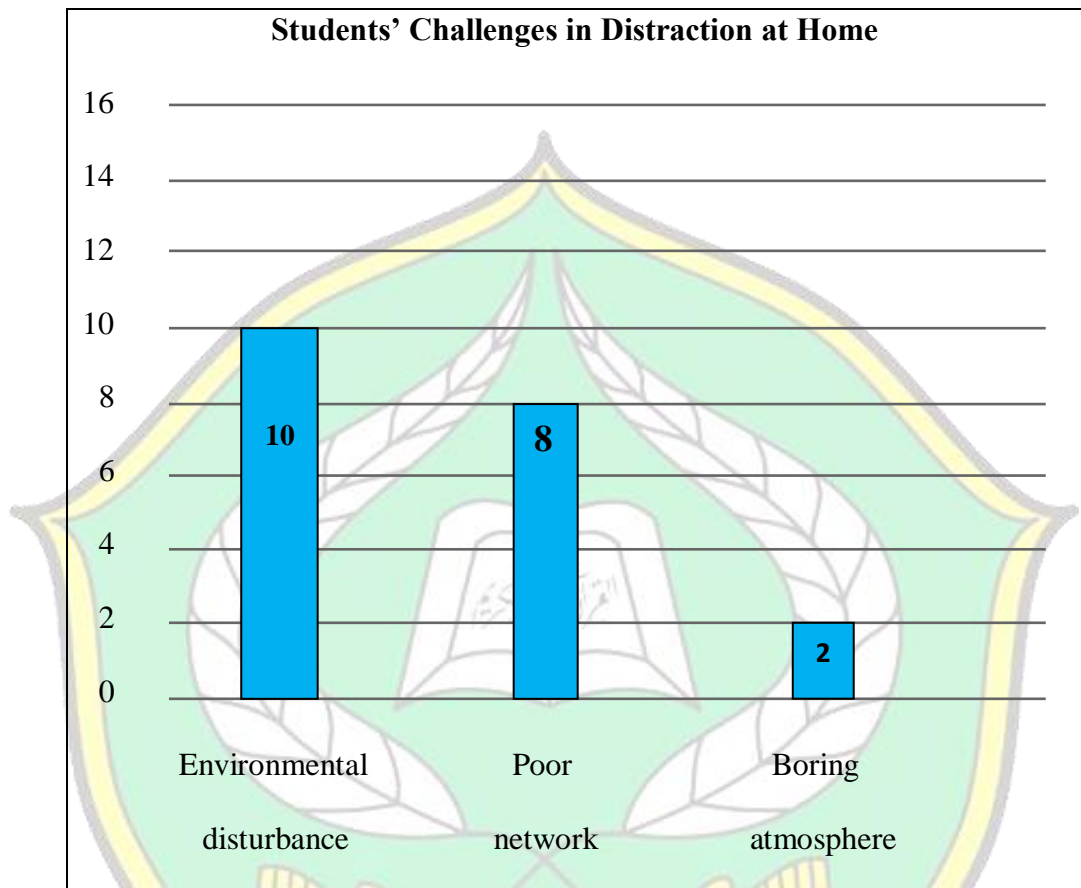
“First, the **network** because my house is in the village so the **network is still not stable**. Second, the lack of clarity in my understanding of the material explained by the lecturer is caused because sometimes an **unstable network** creates network connections that sometimes break so that the lecturer's explanation is not clear.” **ST.12**

“The challenge that I experienced when doing online learning at home was that the **network connection was not good** because in my village it was still difficult to access a good network, so when I was going to do online learning I had to go to another village.” **ST.15**

Another participant stated that the challenge experienced was the atmosphere at home which tended to be boring. The following are student statements below:

” To be honest, the conditions for conducting the online learning process at home **give a boring feel**. I **feel less excited**. It's not like studying on campus where you meet lots of friends and face a passionate learning environment.” **ST.11**

“Of course, the atmosphere at home tends to **make me lazy to study** **because it is quiet, comfortable to use for rest,** and also there are **no study friends who make a sense of laziness** arise in me.” **ST.16**



**Graphic 4.1.1.2 Students' Challenges in Distraction at Home**

Based on the students' statements above as well as the graphs about student challenges in terms of distraction at home during online learning, it can be concluded that the most basic challenge is environmental noise disturbance.

#### 4.1.1.3. Students' challenges in understanding material

This section focuses on student challenges in terms of understanding the material. Most students have difficulty understanding the material given by the lecturer. This is because the network is less stable which causes the lecturer's explanations to not sound good to students. The following is a statement about students' challenges in terms of understanding the material:

“The challenges are like when doing online learning, **the network connection is bad**, so when the lecturer is giving the material, it can make the **connection falter** so that it can make it difficult for students to understand the material.” **ST.3**

“I sometimes don't understand the explanation from the lecturer because **the internet network is not good** at my house.” **ST.4**

“When the lecturer is explaining the material, and there is a **problem with the internet network**, then I will definitely miss the notification. The usual **intermittent sound was very annoying**.” **ST.5**

“The challenges in understanding the material when learning online are quite a lot. For example, the explanation of pronunciation, sometimes it is not clear because of the **influence of the network**. When the **network is bad**, some words are even spoken too slowly

or too fast. I also don't understand when the lecturer explains about genealogy, semantics, etc. Because when explaining the lecturer uses a microphone that is not good (shrill).” **ST.7**

“The most frequent is when the lecturer explains important material, **then the network is disrupted** so that the material presented is not conveyed properly.” **ST.9**

"Sometimes when the lecturer does online learning, such as in the Zoom application, I am in a village with a **poor network**, sometimes it is difficult to understand the lecturer's explanation because the lecturer's voice is not heard and sometimes I also go in and out of zoom so I only understand a little of the learning material.” **ST.10**

“Due to the use of Zoom online, of course, an **unstable network** is one of the most common problems I've encountered. Based on my experience of using several platforms for online meetings, Zoom requires stronger network conditions than other platforms. I often experience network problems during the learning process of this course. The account that I use repeatedly logs out. So, this has an impact on my understanding process which I didn't fully manage to get on the material. Yes, when I log out of Zoom, the information I'm listening to, watching, and learning from the lecturer gets cut

off. And, I will log in again waiting for the network to stabilize."

**ST.13**

"The challenge during online learning in terms of understanding the material is that sometimes **the network is bad** which makes the lecturer's voice not good when giving material or explaining something or instructing to make assignments. So sometimes I get confused and ask questions about what my lecturer has said. So, I had to ask my friend again about the task." **ST.14**

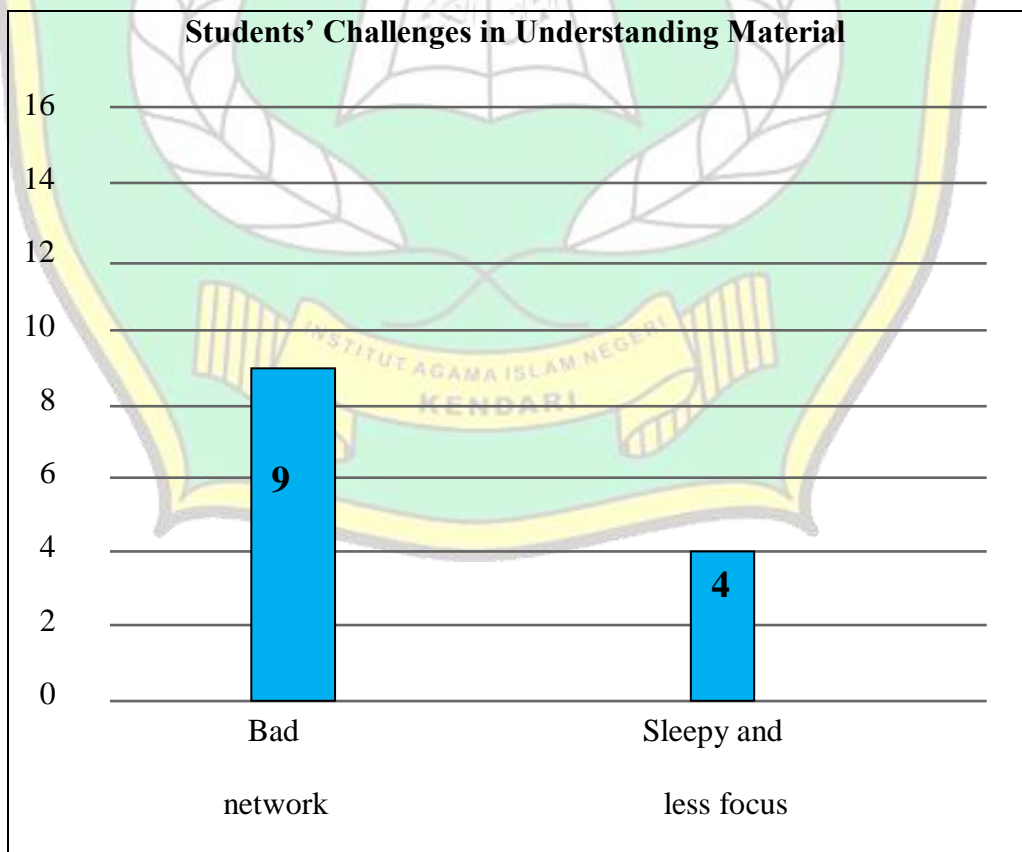
"The challenge that I experienced in terms of understanding the material was that sometimes lecturers who taught online (Zoom) sometimes gave explanations about the material that were less detailed and clear, so sometimes it was difficult to understand. In addition, sometimes when explaining suddenly the lecturer's **signal is problematic** so that he unknowingly explains in a disjointed voice." **ST.16**

Some participants also thought that the challenge they experienced was when they were doing online learning students would easily fall asleep which caused them not to focus on learning and also the discussion space was limited. As follows reflection:

“Sometimes I **feel sleepy** when in online class and I have to fight the sleepiness. That is one of the difficult challenges to face because we learn online.” **ST.1**

“The challenge in my opinion is that if the class is conducted online, **the discussion space is limited**, unlike usual. But so far I can still handle it.” **ST.2**

“Usually I find it difficult to understand the material because I **lack focus when studying online**. My mind is sometimes focused on other things so it's hard for me to understand the material.” **ST.8**



### **Graphic 4.1.1.3 Students' Challenges in Understanding Material**

The graphic statement above shows that the challenge faced by students in terms of understanding the material during online learning is an unstable network connection that causes the lecturer's explanations to not sound good to students. Therefore, this can be the reason for their delay in completing assignments and also getting low scores.

#### **4.1.1.4. Students' challenges in communication with lecturer or students**

Based on research conducted by researchers, the students stated that they feel limited in communicating with lecturers or friends because they feel reluctant, afraid, shy, and also find it difficult to confirm something online.

This can be seen from the answers as follows:

“Sometimes I want to ask a question after the material is finished but I often feel embarrassed or nervous. That's why I often postpone or cancel my questions.” **ST.1**

“While studying online, my communication with lecturers or with other students was limited. Because we can not discuss this directly. So, it is not clear.” **ST.2**

“It is hard to confirm something online. Sometimes there are misunderstandings when communicating with lecturers or fellow students. Both in terms of discussing the task or the material being explained.” **ST. 8**

“I think it might be more **fear, shame, and shyness** when asking the lecturer via virtual because I feel that there are many people in the same forum.” **ST. 9**

“For **communication with lecturers is quite limited**, there are manners that need to be considered in communicating with lecturers, for example, paying attention to time and situation. Sometimes too late to get a reply from the lecturer for one reason or another.”**ST.12**

“During online learning, I **feel reluctant and afraid** to ask friends regarding material that I don't understand and the lecturers feel that it's more limited.” **ST.15**

The next student's answer related to the challenges during online learning in terms of communication was network disturbance. This can be seen from the students' answers below:

“Sometimes the **internet network is not good** enough to make it difficult for me to communicate with my lecturers or classmates if I have some questions to ask.” **ST.4**

“The challenge in online learning in terms of communication only occurs when a **network error** occurs where usually I have correctly explained a material but the lecturer can't hear my voice. Second, when a **network error** occurs, I can't even hear the lecturer's explanation. Finally, when I did my assignment, I didn't do it according to the instructions given. Second, due to limited working hours, sometimes I want to ask questions about material that is not clear but can't because it's late at night, etc. Lecturers also sometimes don't reply on time and sometimes answer questions unclearly.” **ST. 7**

“I do online learning in a village with a **poor network** which means I have to keep telling them that I can't follow their learning effectively because of the poor network connection.” **ST.10**

“**The network is not good** so it is sometimes difficult to establish communication.” **ST. 14**

From the statement above, the challenge faced by students in terms of communication is feeling afraid and communication is limited, besides that networking is also one of the challenges for students in communicating.

#### 4.1.1.5. Students' challenges with financial

Based on data obtained from student reflections, the next category is the challenges of students learning online in terms of family economy during the Covid-19 pandemic. This is shown in the answers below:

“Sometimes **when I run out of quota**, I usually have to **wait for a few days** my parents give me money to buy a quota.” **ST.1**

“My challenge is spending to **buy quota**. Carrying out online learning takes a lot of quota because we use video conferencing for hours on end.” **ST.2**

“The challenge is that **when the data package runs out**, it inevitably requires me to buy a data package. As we know, during the pandemic, the economic conditions were quite difficult and unstable due to the limited income obtained. **ST.3**

“Because my younger sister and I are studying at the same time, the cost of **buying a data package is quite a lot and oftentimes**. Using the Zoom app is very expensive. **ST.5**

“**Data package**, if the zoom is 10 hours because 5 subjects will spend a lot of packages.” **ST.6**

“Quota.”ST.11

“When the internet quota runs out and there are no funds. So, I had to borrow first so I could still take online classes.” ST.12

“The ability to purchase a data plan is not always fulfilled.” ST.13

“The challenge is buying quota, especially if you use the Zoom application, the quota that is used is also a lot.” ST.15

Based on the student's answers above, the challenge faced by students in terms of family economy is that students are required to buy a data package so that they can continue to participate in online learning even though we know that parents' income during the pandemic is declining.

#### 4.2. Discussion

This study presents a discussion of the research results. This study discusses the preferences of EFL students regarding online learning challenges. This study found that students have been involved in online learning. Thus, there are two themes found during EFL students doing online learning, such as (1) preparation for online learning; and (2) students' challenges in online learning.

In the first theme, students revealed the preparations they did when they were going to do online learning. First, students prepare materials that will be used when studying online such as a handphone, laptop, book, and others. Second, apart from that they always check their quota and look for a good

network, so they can study online well without any interruptions. Third, they prepare themselves mentally to take part in online learning.

In the second theme, students are faced with several challenges during online learning. The first challenge is a disturbance at home. Because this is online learning and the government issued a circular to stay at home, so this learning is done online at home. During the learning process, students faced several challenges such as disturbances in the surrounding environment such as the sound of roosters crowing, the sound of small children playing, and also parents telling their children to do homework. This study is in line with Barrot et al, (2021) who revealed that the biggest challenge faced by students is the learning environment, especially distractions at home. In addition, network disruption is also one of the challenges they face due to the remote location of their homes, and cannot reach a good network, thus requiring students to find places that can reach a good network to participate in learning well. Another challenge is the atmosphere that makes students easily bored.

The second challenge is the challenge in terms of understanding the material. In terms of understanding the material during online learning, students are faced with several challenges such as a bad network that makes them go out from Zoom so they miss the explanation of the material also sometimes when the lecturer is explaining, the lecturer's voice is not heard well by the students. The next challenge is when zooming in and the lecturer is explaining, students tend to feel sleepy and lack focus which causes them not to understand the material being explained by the lecturer. This is in line with Jaradat and Ajloni (2021) who

revealed that students often have poor internet connections and students also feel less focused when studying online.

The next challenge faced by students is the challenge in terms of communication. In this case, students feel limited when there are things they want to be asked by lecturers or friends because they feel reluctant, afraid, and ashamed. This research is in line with Jaradat & Ajloni (2021), revealing that students feel insecure. This is because there are many people in the discussion forum (zoom) and they also pay attention to etiquette when communicating with others. Lecturers seem to pay attention to the time when they are going to ask something via chat. In addition, as in the previous challenge, the network becomes one of the challenges in terms of communication, when they are difficult to communicate if the network is not good.

The single most important factor hindering online learning is the challenge in terms of the family economy. The challenge in terms of the family economy is quite a challenge for students because as we know, during the Covid-19 pandemic the government limited outside activities and encouraged us to stay at home which resulted in a decrease in parental income. This online learning requires a data package to be able to access various learning applications. However, with the decline in parents' income, when they run out of quota while studying online, students have to wait a few days to be able to buy a quota. This research is in line with Jaradat & Ajlouni (2021) which revealed that finance is also a challenge faced by students, students argue that online learning is more expensive than face-to-face learning.

Based on the discussion above about the challenges of students during online learning during the covid-19 period, the researcher stated that the challenges that students often faced were unstable internet connections and noise in the surrounding environment. These results are following the findings of Farooq et al. (2020) and Mahyoob (2020) regarding the challenges of e-learning during the Covid-19 pandemic experienced by EFL students, that all students, teachers, and most other sectors turn to online work, most of the students come from remote cities whose network is inadequate so that students have difficulty accessing online courses, downloading materials, taking online exams. This study also follows Jaradat & Ajlouni (2021) who revealed that the most common challenges are unreliable internet connection and mental health. This study highlights the internal barriers that students face during online learning, such as lack of motivation, lack of focus, and poor skills.

