

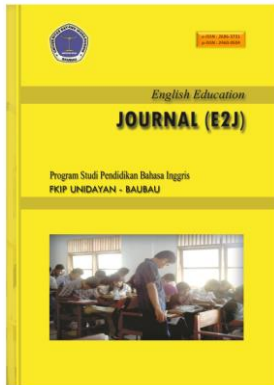
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# PANDEMIC AT STMIK HANDAYANI MAKASSAR ENGLISH ONLINE LEARNING AND CHALLENGES DURING THE COVID 19

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## Abstract

The purpose of this study was to identify the problems experienced by students in the process of learning English during the pandemic and to describe the use of online learning media in the learning process. The formulation of the research problem is what problems are faced by STMIK Handayani students in the online English learning process during the pandemic? And how is the application of online learning applications in the English learning process? This study uses a qualitative descriptive research approach. Respondents of this study were students who programmed English courses for the SK class with a total population of 12 people and were in the first semester. The total number of respondents is 6 students who are students who are actively participating in lectures. Questionnaires are used to explore information obtained from respondents later. The data analysis technique refers to Miles & Huberman through the stages of data collection, data reduction, data presentation, and drawing conclusions or verification. From the findings and discussion, the researcher concludes that the main obstacles commonly faced by students when participating in online learning are difficulties in understanding the material and poor signals. Other obstacles are in the form of feeling bored, less interactive, and having difficulty focusing. With this finding, the researcher hopes that there will be findings related to increasing the effectiveness of learning through online learning. Next is the application of application-based online learning. Based on the data collected and presented descriptively, the researcher concluded that the application of online learning was less effective.

**Keywords:** English; online; qualitative descriptive; online learning; pandemic.

## Abstrak

Tujuan dari penelitian ini adalah untuk mengidentifikasi masalah yang dialami mahasiswa dalam proses pembelajaran Bahasa Inggris dalam masa pandemi dan mendeskripsikan penggunaan media pembelajaran online dalam proses pembelajaran. Rumusan masalah penelitian ini adalah masalah apa yang dihadapi oleh mahasiswa STIMIK Handayani dalam proses pembelajaran Bahasa Inggris secara daring selama masa pandemi? Dan bagaimana penerapan aplikasi pembelajaran daring dalam proses pembelajaran Bahasa Inggris? Penelitian ini menggunakan pendekatan penelitian deskriptif kualitatif. Responden dari penelitian ini adalah mahasiswa yang memprogramkan mata kuliah Bahasa Inggris kelas SK dengan total populasi sejumlah 12 orang dan sedang berada di semester satu. Jumlah total responden adalah sebanyak 6 orang mahasiswa yang merupakan siswa yang aktif mengikuti perkuliahan. Kuesioner digunakan untuk menggali informasi yang diperoleh dari responden nantinya. Teknik Analisa data mengacu pada Miles & Huberman melalui tahapan pengumpulan data, reduksi data, penyajian data dan penarikan kesimpulan atau verifikasi. Dari hasil temuan dan pembahasan, peneliti menyimpulkan bahwa kendala utama yang umum dihadapi oleh mahasiswa ketika mengikuti pembelajaran secara daring adalah kesulitan memahami materi dan sinyal yang buruk. Adapun hambatan lainnya berupa perasaan bosan, kurang interaktif dan kesulitan untuk fokus. Dengan adanya temuan ini, peneliti berharap akan ada temuan-temuan terkait meningkatkan efektivitas belajar melalui pembelajaran daring. Selanjutnya adalah penerapan pembelajaran daring berbasis aplikasi. Berdasarkan data yang dikumpulkan dan dipaparkan secara deskriptif, peneliti menyimpulkan bahwa penerapan pembelajaran daring kurang efektif.

**Kata kunci:** Bahasa Inggris; daring; deskriptif kualitatif; pembelajaran daring; pandemi.

## 1. INTRODUCTION

The emergence of the COVID-19 pandemic that has spread throughout the world from the end of 2019 to the beginning of 2022 to date has had many impacts on every aspect of life. All area of society are changing. The world of education is one of the areas that has been most affected by this virus. The obligation of all educational institutions to study from home certainly provides a major change in the teaching and learning process.

STIMIK Handayani also implements the social restrictions advocated by the government. This is due to the high number of deaths and the number of infections of this virus in the South Sulawesi region. The learning process which is usually held face-to-face has shifted to online learning. English courses are also one of the courses that must be done online since it is also one of compulsory and important subject. As [1] state that It's indisputable that English has emerged as a global de facto standard. However, the application of learning into an online learning process certainly presents obstacles. These obstacles come from various things, namely the selection of applications and the ability of lecturers and students to participate in the online learning process.

Online learning is a form of application based on Law no. 20 of 2003 concerning the National Education System [2]. This is also stated in Law no. 12 of 2012 concerning Higher Education [3] and added to the Regulation of the Minister of Education and Culture no. 109 of 2013 concerning the Implementation of Distance Education in Higher Education [4]. Based on these sources, it is stated that distance education is one of the scopes of courses. Of course, one of the goals of the online learning system is to increase equitable access to quality learning.

However, the application of learning online is not that easy. Online learning requires all parties to be prepared. This preparation is required of both educators and students. It's undeniable that digital technology permeates every facet of contemporary existence. Everything we do, from personal interactions to professional duties, is touched by technology [5]. Technology that is capable and easy to access is the main thing in online learning. Of course, the readiness of students to adapt to changes in the learning process is a definite thing.

Based on this background, the formulation of the research problem is 1) what problems are faced by STIMIK Handayani students in the online English learning process during the pandemic? 2) how is the application of online learning applications in the English learning process?

Therefore, the purpose of this study is 1) to identify the problems experienced by students in the English learning process during this pandemic and 2) to describe the use of online learning media in the learning process.

Research on online learning and the use of its applications have has been carried out by several parties. Haris in her research stated that the online learning process of Engineering English using information technology media makes learning more effective and can increase students' knowledge [6], in contrast to research by Baticon et al which states that students find obstacles in dealing with new technology, and difficult to adapt to the new learning style [7]. This is indeed very interesting because online learning, although it has long been stated in the education law, does not all of these educational institutions implement it. This is due to the geographical extent of Indonesia and course the uneven distribution of human resources. In addition, the differences in facilities and infrastructure owned by educational institutions are a major factor in this situation. [8] states that the obstacles experienced by students, teachers, and parents are as follows; (1) the ability of educators and students to operate, (2) facilities and infrastructure, and (3) changes to the curriculum and learning process.

Based on the state of the art, it can be seen that online learning as an effort to Study From Home English has been carried out previously. However, the difference from this study is to identify the problems faced by students in implementing online learning during the pandemic. Of course, the learning process in normal times and during a pandemic is different. In addition, this study focuses more on one different institution, namely STMIK Handayani. This institution has a background in Information Technology as its main characteristic. Therefore, this research becomes a reference regarding the application and description of the use of online applications used in the process of learning English.

E-learning was first introduced by the University of Illinois at Urbana-Champaign by using a computer-assisted instruction system and a computer called PLATO. Since

then, the development of e-learning has developed in line with technological developments and advances. The following is the development of e-learning from time to time:

1. 1990: The era of CBT (Computer-Based Training) where e-learning applications began to appear that run on stand-alone PCs or in the form of CD-ROM packages. The contents of the material are in the form of writing or multimedia (Video and Audio) in mov, mpeg-1, or avi format.
2. 1994: Along with the acceptance of CBT by the community, CBT emerged in the form of packages that were more attractive and mass-produced.
3. 1997: LMS (Learning Management System). Along with the development of internet technology, people in the world are starting to be connected to the internet. The need for information that can be obtained quickly is starting to be felt as an absolute necessity and distance and location are no longer obstacles. This is where the LMS comes from. The rapid development of LMS has created new ideas to overcome the problem of interoperability between LMS with one on a standard basis. Forms of standards that have emerged include standards issued by AICC (Airline Industry CBT Committee), IMS, IEEE LOM, and ARIADNE.
4. 1999: As the year of Web-based E-learning Applications. The development of LMS towards Web-based e-learning applications is growing in total, both for learning and teaching and learning

Figure 1. Research Design



administration. LMS began to be combined with information sites, magazines, and newspapers. The content is also getting richer with a mix of multimedia, video streaming, and interactive performances in a wide selection of data formats that are more standard and smaller in size.

Based on the development of e-learning from time to time which continues to develop following technological developments, it can be concluded that e-

learning will become the learning system of the future. Effectiveness and flexibility will be the main reasons [9]. The same thing was conveyed by [10] who conducted research about the extent of student flexibility in online learning during the COVID-19 pandemic.

In the traditional learning paradigm, the teaching and learning process usually takes place in the classroom with the presence of the teacher in the classroom and rigid schedule arrangements where the teaching and learning process can only take place at a predetermined time and place. The teacher's role is very dominant and responsible for the effectiveness of the teaching and learning process and the teacher is also the dominant source of learning. E-Learning is a relatively new learning technology in Indonesia. To simplify the term, electronic learning is shortened to e-learning. This word consists of 2 parts, namely 'e' which stands for 'electronics' and learning, which means 'learning'. So e-learning means learning by using electronic device assistance services.

So, in its implementation, e-learning uses audio, video or computer equipment or a combination of the three. The formal understanding of the term e-learning is given by several experts, among which is widely adopted is the opinion of Harley, who then states that e-learning is a type of teaching and learning that allows teaching materials to be delivered to students using internet media, or other computer network media [11]

## 2. METHOD OF RESEARCH

This study uses a qualitative descriptive research approach [12]. This approach is used to describe the application used for online English learning. In addition, this approach is also used as an approach to identifying and describing the problems faced by students in the process of learning English online during the pandemic.

Respondents from this study were students who programmed English courses for the SK class with a population of 12 students and were in the first semester. The total number of respondents is 6 students who are actively participating in lectures. The research instrument was a google form and a worksheet for the questionnaire. The

choice to use the google form is because more results or research data are easier to classify later. Questionnaires are used to explore information obtained from respondents later. After that, the interview will be conducted online using the purposive sampling method.

The data analysis technique refers to [13] through the stages of data collection, data reduction, data presentation, on and drawing conclusions or verification. In the final stage, the research conducted a test of the validity of the data obtained through the triangulation process by extracting information from students who were selected for interviews. The research design can be shown in the chart below:

## 3. RESULT AND DISCUSSION

### 3.1 Result

To get the analysis of the desired results, the researchers collected data using a questionnaire instrument. The data collected from Computer Systems study program students who program English courses are as follows:

#### 1. Astriana Citra Kirana (2021) Table

Table 1. Results of Questionnaire 1

No	Question	Answer/ Reason
1	What do you think about learning English online at UHM campus?	Well
2	Is online learning effectively implemented?	Not / All students cannot access learning materials properly. Students do not quickly understand the material presented
3	Is learning English suitable for learning English?	Yes / because English can be used if you want to talk to foreigners so it is suitable to use
4	What are your	the level of the

	barriers to learning English online?	signal is difficult to predict. Can suddenly high, then weaken again.
5	Can learning the online method of learning English increase your interest in learning?	Not / unable to understand well the material given

## 2. Helena Ratna Diwus (2021030004)

Table 2. Questionnaire Results 2

No	Question	Answer/Reason
1	What do you think about learning English online at UHM campus?	Well
2	Is online learning effectively implemented?	Yes / Because during a pandemic, recommendations from the government for online learning will still be carried out online to reduce the spread of the pandemic/covid-19
3	Is learning English suitable for learning English?	Yes / Because along with the times it is more often used in everyday life both in technological developments
4	What are your barriers to learning English online?	Less understood learning
5	Can learn the online method of learning English increase your interest in learning?	Yes / Because one of our media is English

## 3. Irfan Salim Hidayat (2021030015)

Table 3. Questionnaire Results 3

No	Question	Answer/Reason
1	What do you think about learning English online at UHM campus?	Not good
2	Is online learning effectively implemented?	Not / Because not all students can easily understand online learning. Some students even find it difficult to focus and will feel bored being in front of the computer for hours
3	Is learning English suitable for learning English?	Yes / Yes, if the situation is a pandemic, there is no other choice but to study online. But if you can make the learning atmosphere something that can make students easy to understand and not boring
4	What are your barriers to learning English online?	Poor signal is a major drag and divided focus from having to be in front of a computer for hours on end
5	Can learn the online method of learning English increase your interest in learning?	Not / because English is not my language, learning it must be offline

		to make it easier and faster to understand. Learning English is fun if it's offline
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#### 4. Mateos Lengmani (2021030011)

Table 4. Questionnaire Results 4

No	Question	Answer/Reason
1	What do you think about learning English online at UHM campus?	Well
2	Is online learning effectively implemented?	Yes / BECAUSE during a pandemic, recommendations from the government for online learning are still being carried out online in order to reduce the spread of the pandemic/covid 19
3	Is learning English suitable for learning English?	Yes / because often the times are more often used in everyday life. Good in technology development
4	What are your barriers to learning English online?	Less understood learning
5	Can learning the online method of learning English increase your interest in learning?	Yes / Because one of our media is English

#### 5. Nova Lastriani (2021030017)

Table 5. Questionnaire Results 5

No	Question	Answer/Reason
1	What do you	Well

	think about learning English online at UHM campus?	
2	Is online learning effectively implemented?	Yes / because during the pandemic, the government's advice so that learning continues, we carry it out online to avoid the spread of covid
3	Is learning English suitable for learning English?	Yes / because Along with the development of the times English is more often used both in everyday life and in technological developments
4	What are your barriers to learning English online?	namely learning that is poorly understood and limited
5	Can learn the online method of learning English increase your interest in learning?	Yes / because one of our communication media is English

#### 6. Sadriadman (2021030007)

Table 6. Questionnaire Results 6

No	Question	Answer/Reason
1	What do you think about learning English online at UHM campus?	Not good
2	Is online learning effectively implemented?	Not / because not all students can easily understand the material online. Even students sometimes get bored from staring at old



		screens
3	Is learning English suitable for learning English?	Yes / if in a pandemic, there is no other easy choice to do other than online
4	What are your barriers to learning English online?	Poor signal is the main obstacle plus focus can easily be divided for various reasons because it is not in the classroom for learning
5	Can learn the online method of learning English increase your interest in learning?	Not / Because if online the delivery and receipt of material are not so effective that students will feel bored, it is different from offline learning because students can be more interactive

Based on the results collected from several samples, the data is concluded as a percentage (%) so that it can be measured according to the formulation of the problem that has been prepared. The following are the conclusions from the data that has been obtained:

Table 7. Conclusion of Questionnaire Results

No	Question	Highest Percent age (%)	Lowest Percent age (%)	Information
1	What do you think about learning English online at UHM campus?	Good (67%)	Not good (33%)	Good implementation in general
2	Is online learning effective implemented?	-	-	The results of both "Yes and No" answers are 50%
3	Is learning English suitable for learning English?	Yes (100%)	-	The level of suitability of learning methods and English can be concluded to be very high
4	What are your barriers to learning English online?	-	-	The results of "Signals and Difficulty understanding" are 50% each
5	Can learn the online method of learning English increase your interest in learning?	-	-	The result of "Yes and No" is 50%

### 3.1 Discussion

Table 7. shows the overall results of the sample. In the table, the researcher can conclude that: (1) some of the obstacles experienced by students during online learning are: difficulty understanding the material given and the influence of signals (connections) during the learning process; and (2) the implementation is good, but although the implementation of application-based online learning is easily absorbed or applied by students, their level of understanding of the material provided online is still lacking. This can be proven from the results of Table 7. on questions no. 2 and 4. In question No. 2, the effectiveness of online learning is only 50%. This is influenced by the obstacles that exist in No. 4, namely signal problems (connections) and students' difficulties in understanding the material provided so it can be said that the application of online learning applications in the English learning process is less effective.

For a deeper discussion, Table 1 shows the data related to the conclusion (2) in the previous paragraph. In question No. 1, the sample in Table 1 answered "Good" while in No. 2 the sample answered that *'All students cannot access learning materials properly. Students do not quickly understand the material presented* in other words the material provided is not fully accessible to

students and it is difficult to understand the material presented. This is also supported by the answer to question No. 5 which says that it is 'unable to understand well the material given', in other words, this learning process is easy to understand in its application, but students cannot understand the material given well.

Likewise with the data obtained from the 3rd sample. Based on Table 3, application-based online learning is less effective. Against the 5 questions posed by the researcher, the sample was so contrary to these conditions. Starting from the application that is not good, as well as the difficulty to focus when carrying out lectures online, also being forced to take part in online learning due to pandemic conditions, and lack of interest in learning due to online. The sample chose to take English lessons offline because it was 'more fun.

The data in table 6 also shows that online learning is less effective. In question No.2, the main obstacle experienced by the sample is feeling bored when staring at the screen for a long period. Bad signals are also a big obstacle to online learning. And finally, online learning is less interactive than offline learning.

#### 4. CONCLUSION

From the findings and discussion, the researcher concludes that the main obstacles commonly faced by students when participating in online learning are difficulties in understanding the material and poor signals. Other obstacles are in the form of feeling bored, less interactive, and having difficulty focusing. With this finding, the researcher hopes that there will be findings related to increasing the effectiveness of learning through online learning.

Next is the application of application-based online learning. Based on the data collected and presented descriptively, the researcher concluded that the application of online learning was less effective. This is hampered by several obstacles that have been stated in the previous paragraph.

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