

The Students' Difficulties in English Learning during the Covid-19 pandemic at the eighth grade of SMPN 1 Mapat Tunggul

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Abstrak

Tujuan penelitian ini adalah untuk mengetahui kesulitan siswa dalam pembelajaran bahasa Inggris selama masa pandemi Covid-19 di kelas VIII SMPN 1 Mapat Tunggul. Peneliti menemukan beberapa masalah yang berhubungan dengan kesulitan siswa dalam belajar bahasa Inggris seperti beberapa siswa mengalami kesulitan mengerjakan pekerjaan rumah bahasa Inggris di rumah. Beberapa siswa tidak antusias mengikuti sistem pembelajaran hybrid di masa pandemi Covid-19. Beberapa siswa kurang motivasi dan minat dalam belajar bahasa Inggris. Metode penelitian menggunakan deskriptif kuantitatif. Sampel penelitian ini diambil 58 siswa. Teknik pengumpulan data yang digunakan adalah angket yang dibagikan kepada. Hasil penelitian menunjukkan bahwa: dalam kesulitan siswa dalam belajar bahasa Inggris selama pandemi Covid-19 di kelas delapan SMPN 1 Mapat Tunggul tahun ajaran 2021/2022 banyak siswa yang mengalami masalah gangguan perhatian, gangguan bahasa, disgrafia, diskalkulia, motivasi, percaya diri, alat peraga, dan budaya kelas dalam pembelajaran bahasa Inggris selama pandemi Covid-19.

Kata kunci: *Pembelajaran Bahasa Inggris, Kesulitan Belajar Bahasa Inggris, dan Pandemi Covid-19*

Abstract

The purpose of this research was to find out the difficulties of students in English learning during the Covid-19 pandemic in class VIII of SMPN 1 Mapat Tunggul. Researcher found several problems related to students' difficulties in English learning such as some students having difficulty doing English homework at home. Some students are not enthusiastic about joining the hybrid learning system during the Covid-19 pandemic. Some students lack motivation and interest in learning English. The research method uses descriptive quantitative. The sample of this research was taken 58 students. The result of the research showed that: in students' difficulties in English learning during the Covid-19 pandemic at the eighth grade of SMPN 1 Mapat Tunggul in the academic year 2021/2022 many students have problems in attention disorder, language disorder, dysgraphia, dyscalculia, motivation, self-confidence, teaching aids, and classroom culture in English learning during the Covid-19 pandemic..

Keywords : *English Learning, Difficulties English Learning, and Covid- 19 pandemic*

PENDAHULUAN

Learning is the process of student's interaction with educators and learning resources in a learning environment that includes teachers and students who exchange information. According to Smith, learning is the acquisition of new behavior or strengthening or weakening of old behavior as the result of experience (Smith 1962). Learning is the acquisition of a new behavior, that occurs as the result of relatively permanent changes and the organism's experience or practice. In other words, understanding learning is a process to help students to be able to learn well.

English is one of the most popular languages today, is used as a means of communication in daily life. English is used to convey the aspirations of the human being.

Therefore, English is the as important lesson this time for the younger generation as an international language. mastered that must be to get their brightness future in the globalization era and the following years. However, some students have difficulty learning English, and students think learning English is a difficult subject. Especially now, students are not maximally able to interact directly with teachers in the learning process. Because the application of hybrid learning, namely face-to-face learning and learning at home.

According to Hubbard, hybrid / blended learning is combination of conventional direct meeting and integration of technology in e-learning form, so that its implementation must be directly proportional to the strategies used by teacher and students (Hubbard, R 2013). Hybrid learning emphasizes the needs of traditional learning process and the importance of redesigning learning model by integrating it with technology. So hybrid learning is type of a learning which blends the power of direct face- to- face in class and online class.

The teaching and learning process is significant for everyone, especially in Indonesia. The learning process is a process in which there are interactive activities between teachers and students who communicate directly reciprocally to achieve learning objectives. In the learning process, teachers and students are two components that cannot be separated. However, recently, many activities have stopped with an epidemic that threatens human life, especially in education.

Currently, the whole world of education is still struggling with the Covid-19 pandemic. Many countries have felt the impact, including Indonesia. One sector that has touched the effect in the world of education. It's been almost two years since the students felt abandoned because of the current uncertain situation. The government has issued many policies through the Ministry of Education and Culture.

Based on the state of the Covid-19 pandemic which is still not over, the principal and teachers in carry out teaching and learning activities during the covid-19 pandemic so as not to reduce understanding of students in understanding the material presented to students. Principal concept of face-to-face methods and learning at home following health protocols determined by the Pasaman Regency Government, wherein the face-to-face method the principal assigns one class filled with a maximum of 15 students with a distance of one meter between one student and another and required to wear masks and always wash hands for both teachers and students. While studying at home, it was found that the teacher's role was as a student facilitator by giving assignments for students to study independently at home with guidance from parents the student. The role of parents here is very important for the continuity of the process study at home as an intermediary for assigning tasks from teacher to student and providing guidance to children when studying at home as well as encourage children to learn at home (Anis, Y. W 2017).

It is hoped that all parties will carry out learning at home during this pandemic, starting from principals carry out their duties as decision-makers in the learning process by face-to-face shift method as the delivery of material to students with the number of students in one class limited to a maximum of 15 people and following health protocols. The teacher's role as a facilitator is assisted by parental support in self-study activities at home well. Assigned through learning at home is following the material presented with face-to-face material so that Children can learn independently from home (Darmadi 2015).

Difficulties in learning is influenced by level of intelligence, knowledge, talents, personality, attitudes, habits, traits and backgrounds of family, social and emotional life. It is experienced by students in learning the concept of English can affect student achievement, so the teacher as an educator must strive them. The efforts that are made by the teacher can be successful if there is harmonious cooperation between the teacher and students, so that students can achieve the expected learning achievement.

English learning difficulties occurs because students do not get the opportunity to learn English which is due to difficulty reading sentences and vocabulary and difficulty understanding concepts. Difficulty reading sentences and vocabulary, namely difficulty reading, especially if the sentence is a passive sentence, the active sentence is easier for students to understand. The meaning of a term according to the English dictionary is a word

or combination of words that accurately expresses the meaning of a concept, state, or characteristic that is unique in a particular field. Often students do not understand the terms used correctly. Some students just memorized it without understanding what it really meant.

Based on the preliminary research by doing interview on the January, 12st 2021 at the eighth grade of SMPN 1 Mapat Tunggul. The researcher found several, the first problem is some students had trouble doing English homework at home. Students said it was difficult to ask questions when doing homework because parents did not understand English lessons. The second problem is the ineffectiveness of the hybrid system implemented in schools to avoid the transmission of the Covid-19 pandemic. Students said the hybrid system to do too many assignments given by the teacher, so they were lazy to go to school.

The third problems are lack of facilities to participate in teaching and learning activities, such as educational infrastructure, mentoring, and an environment that was not conducive. Students' said it is ineffective when learning English, both face-to-face learning and learning at home. Limited facilities and infrastructure were used for the English learning process during the Covid-19 pandemic, such as unsupported learning media, no internet access, and an unsupportive community environment

The last problem is the limited time for parents to accompany their children while studying at home. The student said that his parents had gone to work every day and could not supervise them while they had learned at home. Based on the problems above, the researcher is interested to conduct a research about "The Students' Difficulties in English Learning during Pandemic the Covid-19 at eighth grade of SMPN 1 Mapat Tunggul in Academic Year 2021/2022.

METODE

This research was survey research through descriptive quatitative research. Visser states " survey research is specific type of field study that involves the collection of data from a sample element drawn from a well, define population through the use of questionnaire (Penny S, 2000). Survey research was used to describe the attitude opinions, behavior, or characteristics of population based on data collected for sample or population (Jhon W. Cresswell 2008). A survey research was an attempt to collcet data from members of a population in order to determine the current status of that population with respect to one or another. Based on explanation, the research used survey research to know the students' difficulties in English learning during the Covid-19 pandemic at the eighth grade of SMPN 1 Mapat Tunggul.

A population is all of project that will be research in the research. According to Arikunto, population is set or collcetion of all elements processing one or more atributes of interest (Suharsimi Arikunto, 1998). In short, the population of this study is entirely eighth grade students. VIII. 1, and VIII. 2 at SMPN 1 Mapat Tunggul, consisting of two classes with a total population of 58 students.

The sample is a part of the population in the research. Sugiyono says that the sample is a part of the number the characters that is had by the population (Sugiyono , 2011). It means that sample refers to the part of the population in the research. According to Arikunto that a sample is the part of representative of the population which is going to be researched (Suharsimi Arikunto, 1998). Moreover, Margono add a sample was the part of population that taken by using in certain ways (Margono, 2005). the researcher used total sampling tahnique because population in this research less one hundred. According to Sugiyono total sampling is a sampling technique when all members of the population are used as samples (Sugiyono , 2014). Samples of the research the eighth grade of SMPN 1 Mapat Tunggul in Academic Year 2021/2022 period which consist of 58 students.

In this research, Instrument of the research is a questionnaire. Sugiyono states that questionnaire as a technique of data collection that was done by giving some written questions to respondent (Sugiyono, 2007).It means that questionnaire was the technique of data collection by giving some questions with answering some alternative to respondent

HASIL DAN PEMBAHASAN

Finding

Description of Data

The data in this research were collected from students of SMPN 1 Mapat Tunggal in the academic year 2021/2022. 58 samples were taken as the sample to be further analyzed. The final result of the data served as numerical data because of the kind of research surveyed through descriptive quantitative.

The instrument in this research was a close questionnaire. The researcher calculated the students' answers into a table and chart to know the description and percentage of the students' difficulties in English learning during the Covid-19 pandemic at the eighth grade of SMPN 1 Mapat Tunggal in the academic year 2021/2022. In distributing the questionnaire, the researcher comes to class to share the questionnaire.

Analysis of Data

To answer the research question: what are the types of students' difficulties in English learning during the Covid-19 pandemic, and what factors cause students' difficulties in English during the Covid-19 pandemic at the eighth grade of SMPN 1 Mapat Tunggal in the academic year 2021/2022. The items answered by the students' were further analyzed to find the percentage of the data. Data were analyzed by using a formula and then served in a table.

The researcher answered students' difficulties in English learning during the Covid-19 pandemic by looking at the percentage of the students' answers. The researcher counted from the questionnaire to know how many students had answered for each option.

Developmental Learning Disabilities

Students' difficulties in English learning related developmental learning disabilities, namely :

Attention Disorder

Statement : saya lebih mementingkan membantu orang tua pergi ke kebun dari pada membuat tugas dari guru dirumah.

Item	Respondents' Answer	Scale	Respondent	Percentage
1	SS	4	29	50%
	S	3	15	25.9%
	TS	2	3	5.2%
	STS	1	11	18.10%
			58	

Based on table above, 29 students with a percentage of 50% chose strongly agree. 15 students with a percentage of 25.9% chose agreed. 3 students with a percentage of 5.2% chose to disagree. The last, 11 students with a percentage of 18.10%, chose strongly disagree. The statement 1 was the type of difficulty in the indicators of developmental learning disabilities during the Covid-19 pandemic.

Memory Disorder

Statement : saya kesulitan ketika ingin menghafal kosakata yang diberikan guru

Item	Respondents' Answer	Scale	Respondent	Percentage

2	SS	1	8	13.8%
	S	2	19	32.8%
	TS	3	21	36.2%
	STS	4	10	17.2%
			58	

Based on table above, 8 students with a percentage of 13.8% chose strongly agree. 19 students with a percentage of 32.8% chose agreed. 21 students with a percentage of 36.2% chose disagreed. And 10 students with a percentage of 17.2%, chose strongly disagree. The statement 4 was not the types of students' difficulties in English learning during the Covid-19 pandemic.

Thinking Disorder

Statement number : saya sering mendapatkan nilai rendah tugas bahasa Inggris

Item	Respondents' Answer	Scale	Respondent	Percentage
3	SS	1	7	12.1%
	S	2	19	32.7%
	TS	3	26	44.8%
	STS	4	6	13.3%
			58	

Based on table above, 7 students with a percentage of 12.1% chose strongly agree. 19 participants with a percentage of 32.7% chose agreed. 26 students with a percentage of 44.8% chose disagreed. And 6 students with a percentage of 13.3%, chose strongly disagree. The statement 6 was not the type of students' difficulties in English learning during the Covid-19 pandemic.

Language Disorder

Statement : saya kesulitan berinteraksi menggunakan bahasa Inggris saat diskusi ketika ingin memberikan pendapat saya

Item	Respondents' Answer	Scale	Respondent	Percentage
4	SS	1	13	22.4%
	S	2	31	53.4%
	TS	3	13	22.4%
	STS	4	14	6.9%
			58	

Based on table above, 13 students with a percentage of 22.4% chose strongly agree. 31 students with a percentage of 53.4% Agred. 13 students with a percentage of 22.4% chose disagreed. And only 4 students, with a percentage of 6.9%, chose strongly disagree. The statement 7 was the types of students difficulties in English learning during the Covid-19 pandemic.

Academic Learning Disabilities Dyslexia

Statement: saya sering menghindar ketika guru meminta saya membaca teks bahasa Inggris di depan kelas

Item	Respondents' Answer	Scale	Respondent	Percentage
5	SS	1	4	6.9%
	S	2	20	34.5%
	TS	3	29	50%
	STS	4	5	8.6%
			58	

Based on table above, 4 students with a percentage of 6.9% chose strongly agree. 20 students with a percentage of 34.5% chose agreed. 29 students with a percentage of 50% chose disagreed. And 5 students with a percentage of 8.6%, chose strongly disagree. The statement 9 was the not type of student's difficulties in English learning during the Covid-19 pandemic.

Dyscraphia

Statement number: saya kesulitan menulis tugas bahasa Inggris karena terbatas kosakata.

Item	Respondents' Answer	Scale	Respondent	Percentage
6	SS	1	8	13.8%
	S	2	33	56.9%
	TS	3	15	25.9%
	STS	4	2	3.4%
			58	

Based on table above, 8 students with a percentage of 13.8% chose strongly agree. 33 students with a percentage of 56.9% chose agreed. 15 students with a percentage of 25.9% chose disagreed. And 2 students with a percentage of 3.4%, chose strongly disagree. The Statement 11 was the types of students' difficulties in English learning during the Covid-19 pandemic.

Dyscalculia

Statement : saya kesulitan mengenal angka bahasa Inggris secara acak

Item	Respondents' Answer	Scale	Respondent	Percentage
7	SS	1	6	10.3%
	S	2	29	50.%
	TS	3	12	20.7%
	STS	4	11	18.10%
			58	

Statement above represents student difficulties in academic learning disabilities when recognizing numbers. Based on table 4.14 above, 6 students with a percentage of 10.3% chose strongly agree. 12 students with a percentage of 20.7% chose agreed. And 11 students, with a percentage of 18.10%, chose strong disagree

Internal Factor

Some factors caused the students' to have difficulty in English learning, namely:

Motivation

Statement : saya semangat belajar bahasa Inggris jika mendapatkan nilai yang bagus.

Item	Respondents' Answer	Scale	Respondent	Percentage
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8	SS	4	29	50%
	S	3	21	36.2%
	TS	2	8	13.8%
	STS	1	0	0%
			58	

Based on table above, 29 students with a percentage of 50% chose strongly agree. 21 students with a percentage of 36.2% chose agreed. 8 students with a percentage of 13.8%, chose disagreed. And 0 students with a percentage of 0% chose strongly disagree. Students who had high motivation tend to be greater not to experience difficulties in the learning process.

Self- Confidence

Statement : saya malu menggunakan bahasa Inggris saat diskusi di dalam kelas

Item	Respondents' Answer	Scale	Respondent	Percentage
9	SS	1	8	13.8%
	S	2	25	43.1%
	TS	3	20	34.5%
	STS	4	5	8.6%
			58	

Based on table above, 8 students with a percentage of 13.8% chose strongly agree. 25 students with a percentage of 43.1% chose agreed. 20 students with a percentage of 34.5% chose disagreed. 5 students with percentage of 8.6%, chose strongly disagree. The statement 17 (43.1%) was the cause of students difficulties in English learning during the Covid-19 pandemic.

Self- esteem

Statement: saya sering putus asa saat nilai tugas bahasa Inggris saya rendah

Item	Respondents' Answer	Scale	Respondent	Percentage
10	SS	1	11	18.10%
	S	2	13	22.4%
	TS	3	23	39.6%
	STS	4	11	18.10%
			58	

Based on table above, 11 students with a percentage of 18.10% chose strongly agree. 13 students with a percentage of 22.4% chose agreed. 23 students with a percentage of 39.6% chose disagreed. 11 students with a percentage of 18.10% chose strongly disagree. The statement 19 did not cause students' difficulties in English learning during the Covid-19 pandemic.

Attitude

Statement: saya sering tidak mengerjakan tugas bahasa Inggris dirumah dan lebih sering bermain dengan teman- teman.

Item	Respondents' Answer	Scale	Respondent	Percentage
	SS	1	0	0%

11	S	2	18	31.0%
	TS	3	20	34.5%
	STS	4	20	34.5%
			58	

Based on table above, 0 students with a percentage of 0% chose strongly agree. 18 students with a percentage of 34.5%, chose to disagree. 20 students with a percentage of 34.5% chose strongly disagree. And 20 students, with a percentage of 34.5%, chose strongly disagree. The statement 22 did not cause students' difficulties in English learning during the Covid-19 pandemic.

External Factors

Some factors that caused the students' difficulty in English learning, namely:

Teacher

Statement: guru bahasa Inggris terlalu cepat saat menjelaskan materi pelajaran dikelas.

Item	Respondents' Answer	Scale	Respondent	Percentage
12	SS	1	2	3.4%
	S	2	23	39.6%
	TS	3	26	44.8%
	STS	4	7	12.1%
			58	

Based on table above, 2 students with a percentage of 3.4% chose strongly agree. 23 students with a percentage of 39.6% chose agreed. 26 students with a percentage of 44.8%, chose to be disagreed. And 7 students, with a percentage of 12.1%, chose strongly disagree. The statement 23 did not cause students' difficulties in English learning during the Covid-19 pandemic.

Teaching Aids

Statement : saya kesulitan belajar bahasa Inggris hanya menggunakan buku cetak saja sebagai media pembelajaran.

Item	Respondents' Answer	Scale	Respondent	Percentage
13	SS	1	7	12.1%
	S	2	38	65.5%
	TS	3	10	17.2%
	STS	4	3	5.2%
			58	

Based on table above, 7 students with a percentage of 12.1% chose strongly agree. 38 students with a percentage of 65.5% chose agreed. 10 students with a percentage of 17.2%, chose to be disagreed. And only 3 students with a percentage of 5.2%, chose strongly disagree. Students chose agreed with a percentage of 65.5%. The statement 25 causes students' difficulties in English learning during the Covid-19 pandemic.

Classroom Culture

Statement : saya merasa terganggu dengan kebisingan kelas sebelah saat proses pembelajaran bahasa Inggris.

Item	Respondents' Answer	Scale	Respondent	Percentage
14	SS	1	20	34.5%
	S56	2	13	22.4%
	TS	3	15	25.6%
	STS	4	10	17.2%
			58	

Based on table above, 20 students with a percentage of 34.5% chose strongly agree. 23 students with a percentage of 22.4% chose agreed. 15 students with a percentage of 25.6% chose disagreed. And 10 students with a percentage of 17.2%, chose strongly disagree. The statement 27 causes students' difficulties in English learning during the Covid-19 pandemic.

Discussion

As has been presented on findings, the result in the questionnaire showed that students had difficulties in English learning during the Covid-19 pandemic at the eighth grade of SMPN 1 Mapat Tunggul. It can be seen from the percentage answer of the data.

From the research and data analysis results, it was found that there were four types of student difficulties in learning English during the covid-19 pandemic at the eighth grade of SMPN 1 Mapat Tunggul. The first difficulty faced by students was attention disorder. According to Krik & Gallagher, students with attention disorder will respond to many stimuli (Krik & Gallagher 1989). These students were always on the move, often distracted, could not sustain attention long enough to learn, and could not direct their full attention to something. Students were easily distracted when studying with activities unrelated to learning. For example, students prioritize helping their parents in the garden rather than learning at home.

Then the second type of difficulty is language disorder. According to Krik & Gallagher, language disorder is the most common difficulty experienced in pre-school students (Krik & Gallagher 1989). Usually, students do not speak or respond correctly to verbal instructions or statements. The challenges faced by students when learning English are that some students find it difficult to use English when interacting with teachers and their friends. Due to time constraints during the English learning process, students rarely practiced English as a daily language. They were more dominant in using regional languages when learning during the Covid-19 pandemic.

The third type of difficulty is dysgraphia. According to Krik & Gallagher, dysgraphia is a person's difficulty in writing (Krik & Gallagher 1989). Dysgraphia is caused by neurological factors, namely disorders of the left forebrain related to the report. Students find it challenging to write assignments and write descriptive texts while studying at home or in class. Difficulty in writing causes students to be lazy and not eager to English learning, so some students often skip class and rarely collect assignments from the teacher during the face-to-face learning process in class.

The last type of difficulty is dyscalculia. According to Abdurrahman, dyscalculia is a learning disorder that affects mathematical abilities (Abdurrahman 2010). A person with dyscalculia often has difficulty solving mathematical problems and basic arithmetic concepts. Students' difficulty in this aspect is that some participants do not understand or cannot count using English because students do not understand the basic concepts in measuring numbers 1-10. Some students were afraid when the teacher asked them to count using English. So that students are often lazy to take part in English learning during the covid-19 pandemic.

Then the results of research and data analysis for the factors that cause students difficulties in English learning during the Covid-19 pandemic at the eighth grade of SMPN 1 Mapat Tunggul are four factors. The first difficulty is motivation. According to Brown, motivation is a factor that moves a person to achieve success so that students are more eager to improve

their learning achievement (Brown 2000). Otherwise, if students lack motivation in learning and when you see people experience difficulties or challenges in education, then that person is easy to act and easy to give up when experiencing difficulties in the field. Students are not eager to learn English when they are constrained and do not understand the assignments given by the teacher, so they are easily discouraged and bored to take part in knowing at home or in class.

The second difficulty factor is self-confidence. According to Brown, self-confidence is a belief in doing best. For students, maintaining a high level of self-confidence is necessary (Brown 2000). Students make themselves vulnerable by taking risks and reaching beyond their present abilities. Students who had low self-confidence were silent during the learning process. Confidence is needed for students when learning English during the Covid-19 pandemic. Students were only given assignments to work on and then collected again after completing work. In this study, students had low self-confidence because they were guided and directed by the teacher during the learning process.

The third difficulty factor is teaching aids. According to In teaching aids, it can be used to explain learning concepts from abstract or less clear to be accurate and precise so that it can stimulate students' thoughts, feelings, attention, and interests in the learning process. Students have a low interest in learning English during the current Covid-19 pandemic. Because there were many obstacles faced during the learning process in the classroom and at home, such as less creative learning media used by teachers during the learning process, this obstacle was caused by the fact that teachers are constrained to access the internet, so teachers only use book media as a teaching tool in the classroom.

The last difficulty factor is the classroom culture. Students' difficulties when learning English during the Covid-19 pandemic are students were not comfortable with the noise of the next class when studying in class and the seating conditions are far apart. Students prefer to sit close to their friends because it makes it easier for them to give each other assignments in class.

Difficulties faced by students who were not appropriately handled will impact the low achievement of learning outcomes. Learning is a process of effort made by a person to obtain a new behavior change as a whole due to his own experience in interaction with his environment. According to David, learning is the process whereby an organism changes its behavior due to experience (David 1966). Backgrounds can be gained from learning because students can get knowledge and skills that are very important for student's life.

After conducting this research, researchers found four types of student difficulties in learning English and four factors that caused difficulties in English learning during the Covid-19 pandemic at the eighth grade of SMPN 1 Mapat Tunggal in the academic year 2021/2022. The causes of these difficulties, if not addressed, will make future generations continue to experience similar things with the same challenges.

SIMPULAN

Based on the results of the analysis of research data, it can be concluded that there are four types of students difficulties in English learning during the Covid-19 pandemic at the eighth grade of SMPN 1 Mapat Tunggal in the academic year 2021/2022 from seven indicators, namely attention disorder, language disorder, dysgraphia, and dyscalculia.

Then four factors cause students difficulties in English learning during the Covid-19 pandemic at the eighth grade of SMPN 1 Mapat Tunggal in academic year 2021/2022 from seven indicators, namely motivation, self-confidence, teaching aids, and classroom culture. In general, these difficulties are due to students' lack of motivation and interest to follow the hybrid learning system and the lack of parental supervision when they study at home because the educational background of parents is generally low.

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