

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In this section the researcher will describe findings and discussion of the research that has been carried out.

A. Findings

1. The Results of Questionnaire

The data obtained from the research used a questionnaire about “challenges of english online teaching learning writing in pandemic COVID-19.” The questionnaire collected from 20 students’ and 2 teachers are follows:

a. Result Students’ Questionere

NO	Statement	Students’ Answer			
		4	3	2	1
1.	I have previously conducted online learning before the COVID-19 pandemic cell phones.	1 (5%)	7 (35%)	10 (50%)	2 (10%)

2.	Availability of and other facilities makes it easier for me to learn English online	0 (0%)	10 (50%)	10 (50%)	0 (0%)
3.	The application I used was effective for learning English online during the COVID-19 pandemic	1 (5%)	9 (45%)	10 (50%)	0 (0%)
4.	The remote location of my home makes it difficult for the internet network to be accessed for learning English through online learning.	3 (15%)	9 (45%)	8 (40%)	0 (0%)
5.	I don't have internet access to do English online learning.	2 (10%)	10 (50%)	7 (35%)	1 (5%)
6.	My enthusiasm for learning decreased during online learning.	6 (30%)	9 (45%)	3 (15%)	2 (10%)
7.	I understand learning English online more easily than face to face.	0 (0%)	2 (10%)	13 (65%)	5 (25%)
8.	I am more enthusiastic and	1	1	15	3

	active in learning English during online learning.	(5%)	(5%)	(75%)	(15%)
9.	I respond to English questions given by the teacher well.	2 (10%)	11 (55%)	7 (35%)	0 (0%)
10.	I find it difficult to write English text while doing online learning	1 (5%)	8 (40%)	10 (50%)	1 (5%)

Note : 4 = Strongly Agree, 3 = Agree, 2 = Disagree, 1 = Strongly Disagree

Based on the results of the student questionnaire above. The first statement, I have previously done online learning before the COVID-19 pandemic. From the results of the statement, it shows that only 1 (5%) respondents stated Strongly agree, as many as 7 (35%) respondents stated Agree and the rest were 12 out of 20 respondents, as many as 10 (50%) respondents disagreed and 2 (10%) respondents chose the answer strongly disagree with this statement. So it can be concluded that as many as 60% of respondents have never done online learning before the pandemic.

The second statement, Availability of HP and other facilities makes it easier for me to learn English online. From this statement as many as 0% of respondents did not choose the answer strongly agree

and strongly disagree. This means that 20 respondents who answered this statement did not choose the answer strongly agree and strongly disagree. While answering this statement 10 (50%) respondents agreed and the remaining 10 (50%) other respondents disagreed. It can be concluded that, in this statement 50% of respondents agree with the availability of cellphones and other facilities to facilitate learning English online, but 50% of respondents also disagree with this statement.

The third statement, The application that I use is effective for learning English online during the COVID-19 pandemic. From the results of this statement, 1 (5%) respondents strongly agree, 9 (45%) other respondents chose the answer to agree and 10 (50%) respondents chose the answer to disagree with this statement. While 0% of respondents chose the answer strongly disagree. This means that from 20 respondents who did not choose an answer that strongly disagreed with the application statement that was used effectively to learn English online during the pandemic. So it can be concluded that, 50% of respondents stated that they were effective in using applications to learn English during the pandemic and 50% of respondents also stated that they did not agree with this statement.

Fourth statement, The location of my house which is far away makes the internet network difficult to access for learning English through online learning. The results of this statement show as many as 3 (15%) respondents chose the answer strongly agree, 9 (45%) respondents agreed and 8 (40%) respondents chose the answer disagree. While 0% of respondents chose the answer strongly disagree. That is, of the 20 respondents who answered the questionnaire this statement did not choose the answer strongly disagree. So it can be concluded that, 60% of respondents stated that their home location was far from making the internet network difficult to access for learning English through online learning and 40% of other respondents said they did not agree with this statement.

Fifth statement, I do not have internet access to learn English online. From the results of the statement shows 2 (10%) respondents chose the answer strongly agree, meaning that 18 (90%) other respondents did not choose this answer. A total of 10 (50%) respondents chose the answer agree with this statement and 7 (35%) respondents chose this statement with the answer disagree. While 1 (5%) respondents chose the answer strongly disagree. That is, 19 (95%) other respondents did not choose the answer strongly disagree. So it can be concluded that 60% of respondents do not have internet

access to do English online and 40% of other respondents do not agree with this statement.

The sixth statement, My enthusiasm for learning decreases during online learning. The results of this statement show as many as 6 (30%) respondents chose the answer strongly agree with this statement. A total of 9 (45%) respondents agreed. 3 (15%) respondents chose the answer to disagree, while 2 (10%) other respondents stated strongly disagree, meaning that 18 (90%) respondents did not choose an answer that strongly disagreed with this statement. So it can be concluded that 75% of respondents' enthusiasm for learning decreases during online learning and 25% of other respondents do not agree with this statement.

The seventh statement, I understand learning English more easily online than face-to-face. From the results of this statement shows 0% of respondents did not choose the answer strongly agree. This means that 20 respondents did not choose the answer strongly agree. A total of 2 (10%) respondents chose the answer to agree. A total of 13 (65%) respondents disagreed with this statement. While 5 (25%) other respondents chose the answer strongly disagree. So it can be concluded that only 10% of respondents agree with this

statement but 90% of respondents do not easily understand learning English online rather than face-to-face.

The eighth statement, I am more enthusiastic and active in learning English during online learning. The results of the statement show 1 (5%) respondents chose the answer strongly agree and 1 (5%) respondents agreed. This means that 18 (90%) other respondents did not choose the answer strongly agree and agree. A total of 15 (75%) respondents chose the answer to disagree and 3 (15%) the other respondents chose the answer to strongly disagree. So it can be concluded that only 10% of respondents agree with this statement, while 90% of respondents disagree if they are more enthusiastic and active in learning English during online learning.

The ninth statement, I responded to the English questions given by the teacher well. From the results of this statement shows as many as 2 (10%) respondents stated strongly agree with this statement and a total of 11 (55%) respondents chose the answer agree. A total of 7 (35%) respondents disagreed while 0% of respondents did not choose the answer strongly disagree. This means that 20 respondents did not choose the answer strongly disagree with this statement. So it can be concluded that as many as 65% of

respondents agree more with this statement. While the other 35% of respondents did not agree to respond to the English questions given by the teacher well.

The tenth statement, I find it difficult to write English text while doing online learning. From these statements as many as 1 (5%) respondents chose the answer strongly agree, 8 (40%) respondents agreed with this statement. While as many as 10 (50%) respondents chose the answer to disagree and 1 (5%) respondents stated strongly disagree with this statement. So it can be concluded that 45% of respondents find it difficult to write English texts during online learning but the other 55% of respondents do not agree with this statement.

b. Result Teachers Questionere

NO	Statement	Teacher Answer			
		4	3	2	1
1.	I have previously done online learning before the COVID-19 pandemic.	0 (0%)	1 (50%)	1 (50%)	0 (0%)

2.	The availability of cellphones and other facilities makes it easier for me to teach English online inggris.	0 (0%)	1 (50%)	1 (50%)	0 (0%)
3.	The application that I use is effective for teaching English online during the COVID-19 pandemic.	0 (0%)	2 (100%)	0 (0%)	0 (0%)
4.	Unstable internet access interferes with the online learning process.	1 (50%)	1 (50%)	0 (0%)	0 (0%)
5.	I do not have internet access to do online English learning.	0 (0%)	1 (50%)	0 (0%)	1 (50%)
6.	I am more enthusiastic about doing the online learning process than face-to-face.	0 (0%)	0 (0%)	2 (100%)	0 (0%)
7.	I give more learning materials than assignments to students.	0 (0%)	2 (100%)	0 (0%)	0 (0%)
8.	I always give assignments	0	2	0	0

	when learning English during the pandemic.	(0%)	(100%)	(0%)	(0%)
9.	I respond well to student questions.	0 (0%)	2 (100%)	0 (0%)	0 (0%)
10.	I find it difficult to give English assignments during online learning.	1 (50%)	0 (0%)	1 (50%)	0 (0%)

Note : 4 = Strongly Agree, 3 = Agree, 2 = Disagree, 1 = Strongly Disagree

Based on the results of the teacher's questionnaire above. The first statement, I have previously done online learning before the COVID-19 pandemic. From the results of the statement that 0% of respondents did not choose the answer strongly agree and strongly disagree. This means that 2 respondents did not choose both answers. As many as 50% of respondents agreed and 50% of other respondents said they did not agree. So it can be concluded that of the two respondents, one of them 50% agreed and 50% disagreed if they had previously done online learning before the COVID-19 pandemic.

The second statement, Availability of HP and other facilities makes it easier for me to teach English online. The results of the statement that 0% of respondents did not choose the answer strongly

agree and strongly disagree. This means that 2 respondents did not choose both answers. 50% of respondents agreed and 50% of other respondents disagreed. So it can be concluded that of the two respondents 50% agree and 50% disagree with this statement.

The third statement, The application that I use is effective for teaching English online during the COVID-19 pandemic. From the results of this statement 0% of respondents did not choose the answer strongly agree, disagree and strongly disagree, meaning that both respondents did not choose the answer. However, 100% of respondents agreed with the application statement that was used effectively to teach English online during the COVID-19 pandemic. So it can be concluded that the two respondents agree with this statement.

Fourth statement, Unstable internet access interferes with the online learning process. The result of this statement is that 50% of respondents chose to answer strongly agree and 50% of the other respondents chose the answer to agree. While 0% of respondents did not choose the answer disagree and strongly disagree. This means that both respondents did not choose the answer. So it can be

concluded that 100% of respondents agree that unstable internet access interferes with the online learning process.

Fifth statement, I do not have internet access to do online English learning. From this statement 0% of respondents did not choose the answer strongly agree and disagree. This means that both respondents did not choose the answer. 50% of respondents agreed and 50% of other respondents stated strongly disagree. So it can be concluded that 50% of respondents agree and 50% of respondents state strongly disagree if they do not have internet access to do online English learning.

The sixth statement, I am more enthusiastic about the online learning process than face-to-face. From the results of this statement 0% of respondents did not choose the answer strongly agree, agree and strongly disagree, meaning that both respondents did not choose the answer. However, 100% of respondents stated that they did not agree with the statement. I am more enthusiastic about doing the online learning process than face-to-face. So it can be concluded that the two respondents do not agree with this statement.

The seventh statement, I provide more learning materials than assignments to students. From the results of this statement 0% of respondents did not choose the answer strongly agree, disagree and strongly disagree, meaning that both respondents did not choose the answer. However, 100% of respondents agreed with this statement. So it can be concluded that the two respondents agree with the statement that they provide more learning material than assignments to students.

The eighth statement, I always give assignments when learning English during the pandemic. From the results of this statement 0% of respondents did not choose the answer strongly agree, disagree and strongly disagree, meaning that both respondents did not choose the answer. However, 100% of respondents agreed with the statement that they always gave assignments when learning English during the pandemic. So it can be concluded that the two respondents agree with this statement.

The ninth statement, I respond to student questions well. the results of this statement 0% of respondents did not choose the answer strongly agree, disagree and strongly disagree meaning that both respondents did not choose the answer. However, 100% of

respondents agreed with this statement. So it can be concluded that the two respondents agree with the statement responding to student questions well.

The tenth statement, I find it difficult to give English assignments while doing online learning. From the results of this statement that 50% of respondents stated strongly agree. 0% of respondents did not choose the answer agree and strongly disagree. This means that both respondents did not choose the answer. However, the other 50% of respondents stated that they did not agree. So it can be concluded that 50% of respondents strongly agree and 50% disagree if they find it difficult to give English assignments during online learning.

2. The Results of Interview

The interview was carried out with 5 students' and 2 teachers are follows:

a. Result of Students' Interview

1. What are the main challenges faced while learning English through online learning during the pandemic COVID-19?

Answer :

AJ: "Very difficult to understand"

S: "No quota, & signal + does not understand online learning"

AF : "Network"

ANN : "About communication. Because, learning English is more efficient if it is carried out offline, meeting directly with teachers and friends in class. Thus, learning is easier, and if there is material that is not understood, it can be easy to ask the teacher or classmates."

MF : "Practice"

2. Why did you find it difficult to learn English online during the pandemic COVID-19?

Answer:

AJ : "Because it is not taught"

S : "Because I don't understand, let alone online, it's hard to understand offline"

AF : "Network access"

ANN : "Because communication is difficult, communication is basically easier to do face to face so that learning can be more efficient."

3. How do you face the challenges of learning English online during the pandemic COVID-19?

Answer:

AJ : "By searching either from google or books"

S : "Keep following the learning process and trying to find out"

AF : "By group learning through online"

ANN : "I try my best to facilitate online learning activities, by make sure that the internet connection that I use can run well."

MF: "trying to learn as much as possible."

4. Is learning English online easier to understand than face-to-face learning?

Answer:

AJ: "No."

S: "No."

AF: "No."

ANN: "No. I find it easier to learn English face to face. Because it is easier to ask if there is material that is not understood."

MF: "No."

5. Do you find it difficult to write English while studying online during a pandemic?

Answer:

AJ: "No"

S: "no"

AF: "yes"

ANN: "Yes. Because if you study at home, you can't ask the teacher directly, you have to go through personal chat, and if

you control the signal, it's difficult to do. And, if we ask our parents or siblings at home, they don't necessarily understand what we are learning"

MF: "yes"

6. Who is asked for help when they have difficulty learning English during the pandemic, especially on the task of writing English?

Answer:

AJ : "Dictionary/google"

S : "Searching on the internet"

AF : "parents"

ANN : "At least parents and siblings. Because, they are people who always accompany me when learning online."

MF : "internet/google"

7. What applications are used while studying during the pandemic?

Answer:

AJ : "Classroom, WhatsApp"

S : "Google Classroom, Youtube and WhatsApp."

AF : "Classroom, WhatsApp, and Google Meet"

ANN : "Google Meet, Zoom, Google Classroom, WhatsApp, Gmail."

MF : "Zoom, Google Classroom, WhatsApp."

8. What facilities are provided by schools to support the learning process during the pandemic?

Answer:

AJ : "quota"

S : "Free wifi & tabs for students whose cellphones are broken"

AF : "free quota"

ANN : "Free internet quota. This is very helpful for learning during this pandemic."

MF : "learning quota from government"

9. Did you follow the online learning process well during the pandemic?

Answer:

AJ : "of course yes"

S : "not so good"

AF : "yes"

ANN : "Yes. I always attend every scheduled lesson and do the best I can."

MF: "Alhamdulillah"

10. What kind of learning process do you want during the pandemic?

Answer:

AJ : "Learning in a relaxed manner"

S : "Not much work"

AF : "Online"

ANN : "Learning is more fun. Perhaps, teachers can use learning methods that can excite students. Like, a game method that can be used online."

MF : "Face to face or offline"

Based on the results of student interviews above, it can be concluded that most of the challenges faced by respondents in the process of learning to write English online during the pandemic COVID-19, namely because respondents felt that even in this online learning process the school facilitated learning activities such as quotas learning, but they still find it difficult to follow the learning process because learning English online is harder to understand than face-to-face learning. Although the online English learning process uses several applications that support learning activities, the unstable internet network makes the learning process hampered.

b. Result of Teacher Interview

1. What are the main challenges faced during the process of learning English through online learning during the pandemic COVID-19?

Answer:

IMM: *"Some students do not have laptop and cellphone facilities, the difficulty of monitoring learning that has been received by students has been achieved or not, some teachers do not understand the use of online learning application technology, some students do not understand the use of online learning application technology"*

YY : *"Network facilities and electronic equipment facilities, which not all students have."*

2. How to deal with the challenges of teaching English online during the pandemic COVID-19?

Answer:

IMM: *"Training was conducted for teachers on the use of learning applications. simplify the curriculum to make it more acceptable to students"*

YY: *"The challenge is the difficulty in providing material that must be explained more, along with the notes, usually using an application."*

3. What facilities are provided by schools to support the online learning process during the pandemic?

Answer:

IMM : "24 hours internet facility"

YY : "Wifi and tabs."

4. What media and applications are used during the online learning process during the pandemic?

Answer:

IMM : "Zoom, google classroom and whatsapp"

YY : "Electronic media for cellphones and laptops, and using the zoom application and google classroom."

5. Are there any difficulties in knowing students' understanding of English material during online learning during the pandemic?

Answer:

IMM: "A lot,"

YY: "Yes, when children collect assignments, not all of them do the assignments."

6. What kind of learning system is used to keep students enthusiastic about learning during the pandemic?

Answer:

IMM : "The system used by SMAN 1 Pabuaran is a combination of online and face-to-face learning, every 2 weeks the homeroom teacher will gather students at school to evaluate online learning. all teachers coordinate among fellow teachers "

YY : "There is an agenda for face-to-face learning, although not every week."

7. What tasks are given to improve students' ability in writing English?

Answer:

IMM : "They were given the task of watching the video first, then they were assigned to understand the video. then

summarize in English, if they understand they are assigned to make texts with their own abilities”

YY : “Writing text assignment. students are given the task of reading the articles sent and then summarizing them.”

8. How to deal with students who don't do assignments?

Answer:

IMM: "Call the student, and ask what difficulties the student is facing, so that they get a solution to work on assignments that have not been collected"

YY : "Given time to collect assignments or hold follow-ups."

9. Are there students who rarely or even do not participate in the online learning process during the pandemic?

Answer:

IMM: "A lot"

YY: "Yes"

10. How to deal with students who rarely participate in the learning process during the pandemic?

Answer:

IMM: "Coordinate with BP and BK teachers, call parents/visit students' homes to find solutions regarding student learning."

YY: "Contacting the student, what are the obstacles that make you rarely participate online, if you can't be contacted by phone, do a home visit with the student's homeroom teacher."

Based on the results of the teacher interviews above, it can be concluded that the main challenges faced in teaching English in the COVID-19 pandemic are that most students do not have facilities such as cellphones so it is difficult to know students' abilities in the learning process, the internet network is less stable and some students who rarely collect assignments are also a challenge in teaching English during the pandemic. So at SMAN I PABUARAN to overcome these challenges, the teacher coordinates with the BK/BP to contact students and parents/visit students' homes to find solutions to the obstacles faced so that the learning process can continue to run well.

B. Discussion

1. The Students Challenges English Online Learning Writing In Pandemic COVID-19

Based on the results of research conducted by researchers, the challenges faced by most students at SMAN 1 PABUARAN in online learning activities during the pandemic are that they still find it difficult to follow the online learning process during the pandemic, cannot ask directly if there is material that is not understood. because according to respondents learning english online is more difficult to understand than learning face to face. Plus internet access is constrained so that learning English becomes less efficient and in practice it is difficult. As explained by ANN respondents, the main challenges they face are : *“Regarding communication. Because, learning English is more efficient if it is carried out offline, meeting directly with teachers and friends in class. Thus, learning is easier, and if there is material that is not understood, it can be easy to ask the teacher or classmates.”*

In the end, online learning that was carried out resulted in poor communication and decreased student learning motivation in participating in English learning activities during the pandemic.

According to Prof. Indira Dhull and MS Sakhi (2017) that In online learning, one does not have the opportunity to have face to face interaction with the teacher which is very significant for establishing a bond between the student and the teacher. Online learners lack motivation while studying because they easily get distracted towards any other thing.

2. The Teachers Challenges English Online Teaching Writing In Pandemic COVID-19

Based on the results of research conducted that the challenges faced by teachers at SMAN 1 PABUARAN in online learning activities during the pandemic are network constraints, do not understand it in using applications and some students do not have Electronic facilities make it difficult for teachers to find out conversations in student learning activities at SMAN 1 PABUARAN.

As said by IMM respondents that *"Some students do not have laptop and cellphone facilities, the difficulty of monitoring learning that has been accepted by students has been achieved or not, some teachers do not understand the use of online learning application technology, some students do not understand the use of online learning application technology."*

The impact of the pandemic resulted in online learning activities which indirectly forced us to get used to carrying out learning activities based on technology. According to Arkor Ful, Valentina (2014) Online learning/e-learning is defined as the use of information and communication technologies in diverse processes of education to support and enhance learning in institutions of higher education, and includes the usage of information and communication technology as a complement to traditional classrooms, online learning or mixing the two modes.

3. The Solutions Faced The Challenges Of English Online Teaching Writing In Pandemic COVID-19.

Based on the results of research conducted in responding to the challenges faced during the online English learning process during the pandemic COVID-19, SMAN 1 PABUARAN carried out various solutions so that online learning activities continued to be carried out properly. Starting from maximizing the applications used to support the online learning process to holding training for teachers on the use of learning applications. Assaid YY: *"The challenge is the difficulty of providing material that must be explained more, along with the notes, usually using an application."* IMM : *"Training was conducted for*

teachers on the use of learning applications. simplify the curriculum to make it more acceptable to students.”

In addition to providing solutions for teachers as teachers, SMAN 1 PABUARAN also provides solutions for students so that the implementation of learning can still be carried out. As in dealing with students so that learning motivation during the pandemic does not decrease and can find out what obstacles students face by carrying out a combined learning system, namely by doing online and face-to-face learning. Although face-to-face learning is only done once a month. As well as coordination with BP/BK teachers to make visits to students who do not collect assignments and are constrained in participating in online learning activities during the pandemic.

Meanwhile, to improve students' English writing skills during online learning during a pandemic, teachers usually give assignments to view and understand videos from YouTube or understand an article and then write it according to their own abilities. As the IMM respondent did : *“They were given the task of watching the video first, then they were assigned to understand the video. then summarize in English, if they understand they are assigned to make texts with their own abilities”* And respondent YY said : *“The task of writing text. By*

writing what they understand from watching videos on youtube they are assigned or sometimes students are given the task of reading the articles sent and then summarizing them.”

In learning English, students are required not only to be able to speak, listen, and read but also be able to write. Through writing we can tell stories about people, remember facts and ideas. Generally, writers express their thoughts, ideas, and feelings through writing. Writing allows us to convey our thoughts to everyone. According to Nation (2009) Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use.