THE BARRIER FACTORS OF ONLINE LEARNING IN LEARNING ENGLISH LANGUAGE SKILLS IN FOURTH SEMESTERS STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM

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ABSTRACT

The main purpose of this study was to find out the barrier factors of learning process in fourth semester students in learning English skills through online learning method in English Education Study Program at UIN STS Jambi. A case study was used in the design of this study. The subjects of this study were students of the fourth semester of English Education Study Program. This research data was collected through observation and interview, based on findings and analysis, the process of learning English skills by students of the fourth semester of the English Education Study Program through online learning has several barrier factors. One of these factors is the lack of facilities and infrastructure in the learning process using online learning methods. In addition, the lack of facilities of the students is also the cause of barrier on the learning process using online learning methods. Moreover, the lack of parental cooperation in the learning process is also a factor. This happened due to the differences students' learning method with their parent. Meanwhile, the implementation of online learning methods cannot be applied as a whole well. This is indicated by the method of online learning is more dominant and obstacles appeared when teaching and learning process in the fourth semester students of English Education Study Program.

Keywords: Barrier Factors, English Skills, Online Learning, Students

A. INTRODUCTION

In today's era, Information and Communication Technology (ICT) has a big role impact on human life. Among many technologies that have affected our lives greatly in recent years and has changed many things, information technology has the greatest impact. ICT is not only growing in certain educational activities, but also will be the second choice to promote effective and meaningful education process.

The system of education in Indonesia change according to government regulation. First, regulation changed based on a circular from the Ministry of Education and Culture Number 2 of 2020. Second, in educational environment based on a circular government Number 3 of 2020. Third, implementation of education polices in times regarding home study arangement in Circular Number 4 of 2020 (Arifa, 2020, p.14).

The implementation of educational polices are realized in Online Learning system. Online learning allows students to carry out learning from home or anywhere according to agreement between students and teachers, besides this learning only requires an internet connection so there is no need to meet directly (Adijaya & Santosa, 2018, p.105).

In education of Indonesia, Online Learning is not a new habit, because it has been regulated in the Minister of Education Regulation and Culture of the Republic of Indonesia Number 24 of the Year concerning Implementation of Distance Education. As for Elementary school and Middle school is regulated based on the Regulation of the Minister of Education and Culture Republic of Indonesia Number 119 of 2014 concerning the Implementation of Distance Education for Elementary and Secondary Education. However, there are several problems that arise in the effort in implementing and adapting Online Learning crefor students and teachers. There are several school are not able to implement Online Learning. Especially, for remote areas with various limitations. It is very difficult to adapt to the Online Learning system.

The researcher focused on the barrier factors of the students while studying and learning English language skills using the online learning method. Obstacles appeared when implementing online learning method such as internet network was already available but the internet access speed was not optimal, spent a lot of quota internet, students felt that online learning tends to be boring.

B. METHOD

The purpose of the research was to know the barrier factors that students have in learning English skills by using online learning method. Based on general purpose of the research, the study is classified as qualitative. Case studies is a design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. Cases are bounded by time and activity, and researcher collect detailed information using a variety of data collection procedures over a sustained period of time according to m (2014). This study followed several steps in analyzing the data as follows:

1. Data Condensation

Data condensation refers to the process of sorting, focusing, simplification, and transformation of data close to the whole field notes, interview transcripts, documents, and empirical material. This data process was carried out after the researcher collected data in the form of interviews, field notes and other documents and obtain written data in the field, which will be sorted for getting the research focus needed by researcher.

Process condensation in this study, by summarizing and recapitulating the results interviews and field notes during the research process still random and abstract to be simplified into a different form simpler. The researcher also describes the interview transcripts and documentation in the form of data regarding the application of Online Learning is in accordance with the observations of researcher in the field. After the data is focused and then grouped into each problem so that conclusion can be drawn from the data. If the data obtained is not sufficient, the researcher can look for the data is needed in the field.

2. Data Display

Data display is an organizing, unifying and inferred information. This process can help in understand the research context because it performs a more detailed analysis deep. Data

display was presented in the form of a brief description. The preparation done by entering the results of the analysis into the notes, then in a sentence describing the findings that obtained from the results of observations, interviews, and documents in the field, the data is compiled based on the research focus.

Data display can be make it easier for researcher to describe the data so that they can make it easier for the reader to understand. In this study, the process compiling the data done after passing the condensation stage with enter the results of the analysis into the data and describe it into a narrative form that is easily understood by the reader.

3. Drawing Conclusion

The conclusions was begin when the researcher collects data such as looking for unpattern understanding, noting the regularity of explanations, and flow cause and effects, until the final stage it was concluded by all the data obtained by researcher. The conclusion was still tentative, so it can be change if supporting evidence is found at the next stage of data collection. Conclusion in this study obtained by relate the result with the theory and relate the result with previous study.

Furthermore, the researcher conducted verification based on the results study. If the provisional conclusion requires additional data, then was carried out the re-collection process. After doing verification, researcher discussed the findings from the field. In this study, the initial data presented were supported by data obtained in the field. The results of the study present information and conclusions about the research topic studied in this study.

C. FINDINGS AND DISCUSSION

The researcher explained the finding based on observation and interview. Based on the results of previous observation, researcher found that online learning model was implemented well in fourth semester in English Education Study Program. Almost all the lecturer that teaching English skills subject such as writing, listening, reading and speaking use online learning

method. Meanwhile the barrier factors appear when the implementation of online learning in learning and teaching process.

From the observation conducted by the researcher it can be concluded that online learning system can be a good way as the teaching and learning method, but in the other hand it could be method that can't measure the students abilities. All of the side was depend on the way of lecturer and students have in learning and teaching process. Also the big intention of students in learning can be a big factor of the succesfull of online learning in teaching and learning process, especially in learning English language skills.

The researcher found that there are several application that use by lecturers and students in learning English skills by online learning method.

Table 1

No	The Application
1.	Zoom
2.	Whatsapp
3.	Youtube
4.	Google Classroom

All form of application are used by lecturers and students' to support learning activities, lecturer deliver the material through the Zoom meeting which will be attended by all students who take part in learning in the class. The lecturer mostly use Zoom aplication to teach the material related to the English skill. Some of them use WhatsApp to send the material and give assignment. The lecture also use YouTube and Google Classroom to collect students' assignment.

Based on observation conducted by the researcher, the learning process carried out mostly by using Zoom. Some of lecturers explain the material by theirself and use the share screen by the zoom tools and the other ask the students to make some presentation about the material related to the topic that will discuss. From the explanation above, it can be conclude that Zoom is the application that mostly used by the lecturers and students to teaching and

learning process in online learning. The ease of use and many facilities that support learning process make this application more attractive to lecturers and students. In this section, the researcher tried to make description of the research finding with the relevant theory. After describing the data, the researcher need to analyze the data. Based on interview students state that using online learning method in learning English skills is difficult to enhance their measurement.

At the first observation, in part of main activity the researcher found about the kind of application that lecturer used in teaching process by online learning that dominate by online meeting. The application that lecturer and students use in that time is Zoom meeting. Second observation, in part of beginning activity and the far of main activity the researcher found that the implementation of online learning in teaching and learning process is conducted by Zoom meeting. In this learning process the students have big role as the informan. Because they have explain the material by group to their friend in Zoom meeting. The lecturer acts as supervisor and provide direction to the students for learning process. In this case, the students have the chance to improve their reading and also speaking skills. Because they should understand about their journal and have to explain their knowledge and understanding about the main purpose of the journal that they have read to other students and the lecturer. This learning method can be alternative to help students in understanding the material easier.

Third observation, in part of main activity the researcher found that the use of Zoom meeting and also Whatsapp in implementing online learning that online learning dominate in teaching and learning process in English skills. The lecturer use Zoom meeting as the media and application to teach listening skills. First, the lecturer mention word that the students should listen by their own audio. Then the students ask to repeat the word and spell it. If the students have correct answer, they should write their full name on Whatsapp group as the students that has good participate in learning. So the lecturer will give the point to them. This learning way can be able to improve the students listening skill and also give the students motivation to be an active students even in online class. Fourth observation, in part of main activity the researcher found that the iplementation of online learning that mostly online about the other

application that lecturer use in teaching and learning process. In this course not only Zoom meeting but lecturer also use Youtube as the media to collect the students assignment about their video of speaking task by the group.

The explanation above is appropriate to sl (2010), online learning is commonly referred to as the intentional use of networked information and communication technology in teaching and learning. Online learning can be defined as the application of electronic systems such as the internet, computers, multimedia CDs which their aim is to reduce the number of expenses and goings and comings. Students explain several problem and confuse when they learn by online learning method in fourth semester. They think that in fourth semester the method that the lecturer used is mostly online without face to face learning. It also gave the effect to the students when they learn English skills. Sloan (2007) in roru, D & Stewart, C., (2015) there are four type of learning, such as: Traditional, Web Facilitated, Online Learning, Online Learning or e-learning.

According to Rory Mc Greal, et al (2011) there are several technologies used in online learning, namely: Multimedia on the Internet, Streaming Audio, Web Conferencing, Blogs and Wikis and Social Bookmarking. Based on observation and interview that was conducted by the researcher. The researcher found that there are several application that used by lecturer to teach English skills for fourth semester students of English education study program. Such as Zoom meeting, WhatsApp, YouTube and Google Classroom.

The researcher found that most of the lecturer teaching by Zoom meeting. This thing happen because Zoom meeting is easy to use for learning process. The tools are easy to understand by the lecturer and students. In Zoom meeting also has unlimited participant can join and this application support share screen when lecturer or students want to present thei material clearly. So the lecturer mostly used Zoom meeting for learning.

Different from Zoom, there are some lecturers also use WhatsApp for teaching and learning process. If the condition of weather and connection not supported to conduct meeting by

Zoom, the lecturer give the students material by WhatsApp and assignment through WhatsApp group. Not only that, the lecturer and students also discuss their learning material through WhatsApp group. The students and the lecturer can write their argument and their massage by WhatsApp group.

The lecturemscgeer also give the students chance to use YouTube to give their experience more in use application for learning. But, in YouTube the students just use the application to collect their assignment such as video by group of students that related to the material and task that given by the lecturer.

From the result of interview, students felt that the infrastructure is not enough for encourage their learning process by online method only. The students need more attention in this condition. They need to have good preparation for learning by online or offline.

From the explanation above, it can be conclude that lack of facilities and infrastructure could be the barrier factors appear when implementing online learning as the learning method in learning English skills. This thing happen cause of the less preparation that students and university have to conduct online learning as the learning method.

It is according to McGee (2014) who said that "students' readiness in technology will influence their success in following rich technology courses". It means that some obstacles the students' have by technology can effected to online learning quality. Based on observation and interview that was conducted by researcher during the implementation of online learning in English education study program the researcher found that the common only problem arise on students' learning activity is poor internet connection. Some of students felt this is their difficulties in online learning method especially on online learning.

From the explanation above, it can be conclude that lack of facilities of students have could be the barrier factors when implementing online learning as the learning method in learning English skills. This thing happen cause of the less preparation that students have to conduct

online learning as the learning method.Some of these obstacles were also expressed by Effendi and Wahidy (2019, p. 129). The barriers factor in online learning. First, the media needed are very diverse, so it is difficult teffendio apply if the infrastructure is not supported. Second, uneven facilities owned by students, such as computers and internet access. In fact, in online learning, adequate internet access is required. Inadequate network will make it difficult for participants to take part in learning independently via online. Third, lack of public knowledge of the use of technology.

From the explanation above, it can be conclude that lack of parental cooperation could be the barrier factors when implementing online learning as the learning method in learning English skills. This thing happen cause of the less preparation that students have to conduct online learning as the learning method.

D. CONCLUSION

The barrier factors of online learning in learning english language skills in fourth semester students of English Education Study Program at UIN STS Jambi are divided into three factors, consist of lack of facilities and infrastructure, lack of facilities of the students and lack of parental cooperation. Lack of facilities can be seen in students' learning process in by online method. Previously students were used full online method in first and second semester. Students also feel difficulties by the online learning method, because their learning activities disturbed by lack of adequate facilities and infrastructure.

Lack of facilities of the students also become one of the factors barriers in English skills learning process. Some of students stated that they don't have enough quota and felt difficult to found stable signal for online learning. Even some of them don't have computer or laptop to do assignment and don't have enough phone storage to save the material in file form. Last is the lack of parental cooperation in students' English skills process. Many reason may be appear for one of this barriers. It could be happened due to of the differences method of the students have with their parents, the lack of time that parent have to monitor students'

learning process, or even the students felt that they were be able to learn and did their assignment without their parent cooperation.

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