

CHAPTER IV

FINDING AND DISCUSSION

A. General Data

1. The Identified of the School

SMA Negeri 1 Rantau Utara is one of the state senior high school in North Sumatra Province, Indonesia at Jl. Mahoni. Comparable to high schools in general Indonesia. The school education period at SMAN 1 Rantau Utara is three years. This school has a tenth-grade class until the twelfth-grade class. Previously, this school was called SMA Negeri 2 Rantau Prapat before changing to SMA Negeri 1 Rantau Utara because the status of Rantau Prapat became sub-district.

Name : SMA Negeri 1 Rantau Utara

NPSN : 10205384

Accreditation : A

City : Rantau Prapat

Province : North Sumatra

Sub-district : Rantau Utara

Village : Padang Matinggi

Postal code : 21411

Status : Country

Form of Education : SMA

Ownership Status : Regional Government

Decree of School Establishment : No.0188/0/1979

Date of Decree of Establishment : 1979-08-22

Operational Permit Decree : No.0188/0/1979

Email : smansaratu79@yahoo.co.id

2. The Vision and Mission

There is a vision and mission of Senior High School 1 Rantau Utara:¹

Vision:

“To create quality human resources that is devoted to mastering science and technology and able to actualize them in a dignified social life.”

Mission:

1. To foster appreciation and observation of the teachings of religion, culture, and nation applied in daily life.
2. Develop the potential for intellectual, emotional, and spiritual intelligence to solve the dynamics of the nation and state's problems.
3. Cultivate an independent personality and responsibility for the task.
4. Apply standard learning processes oriented to observing, asking, exploring, analyzing, and communicating that apply 21st-century learning.
5. Maintain a harmonious relationship with schools, guardians, students, community agencies, and related institutions to achieve the best school vision possible.
6. Creating an authoritative school environment, a living environment, a healthy environment, a religious environment, and a disciplined environment.
7. Enhance educators' and education's professionalism through training workshops and others.
8. Improve infrastructure to support the vision's achievement.
9. Increase knowledge and dignified behavior

3. Structure of Organization

Table 4.1

Structure of Organization Senior High School 1 Rantau Utara²

¹ Documentation of SMAN 1 Rantau Utara 2021

NO	Name	Sex	Occupation
1	Drs. Jaliluddin, M.Pd	Male	Head Master
2.	Baralla Tambunan	Male	Administration Relation
3.	Elly H. Ritonga,S.Pd	Female	Students Relation
4.	Rahmat Syahputra Tanjung, S.Pd	Male	Curriculum Relation
5.	Mukhtaruddin Sam, S.Pd	Male	Students Relation
6.	Ervida Harahap, S.Pd	Female	Public Relation
7.	Lelli Agustina, M.Pd	Female	Facilities and Infrastructure
8.	Dahliawati	Female	Counseling Coordinator
	Herlina Ritonga, S.Pd	Female	Library
9.	Rosyidah Nikmah Siregar, S.Pd	Female	Laboratory Coordinator

4. The Data of Teacher and Educational Personal

Table 4.2

The Data of Teacher and Educational Personal

No	Name	Sex	Occupation
1.	Erna Br Perangin-angin, S.Pd	Female	Indonesia Teacher
2.	Roslina Evelin Suriani Panjaitan, S.Pd	Female	Biology Teacher
3.	Machlider Lailinur Damamaik, S.Pd	Female	Physics Teacher
4.	Aisyah, S.Pd	Female	Indonesia Teacher
5.	Elviwarni,S.Pd	Female	Economic Teacher
6.	Namarik Naibaho,S.Pd	Female	Biology Teacher
7.	Meliana Hutagalung,S.Pd	Female	Chemist Teacher
8.	Jonson,S.Pd	Male	Sport Teacher
9.	Drs. Uli Sidabutar	Male	Physics Teacher
10.	Pine Bakara,S.Pd	Female	Physics Teacher
11.	Mardiah, Murniati, S.Ag	Female	Religious Teacher
12.	Drs. Yuran Pohan	Female	Civis Teacher
13.	Hj. Parida Hairani, S.Pd	Female	Biology Teacher
14.	Dra. Rani Juliati	Female	Religious Teacher
15.	Poltak Hapotan Siagian,S.Pd	Male	Mathematics Teacher
16.	Drs. Luther Saragih	Male	Physics Teacher
17.	Jansun Lumbangtobing, S.Pd	Male	Art Teacher
18.	Kasmin Manik	Male	Germany Teacher

² Documentation of SMAN 1 Rantau Utara 2021.

19.	Nila Kesuma	Female	Counseling Teacher
20.	Enny Suhaini	Female	Art Teacher
21.	Cut Hayatun Daud, S.Pd	Female	Chemist Teacher
22.	Eva Agus, S.Pd	Female	Indonesian Teacher
23.	Susi Hendriani, S.Pd	Female	Biology Teacher
24.	Kartika Murni Munthe, S.Pd	Female	Geography Teacher
25.	Ramidah Hasibuan,S.Pd	Female	Civis Teacher
26.	Nuraina,S.Pd	Female	Mathematics Teacher
27.	Sabarla Hasibuan,S.Pd	Female	History Teacher
28.	Sabta Ningsih, S.Pd	Female	English Teacher
29.	Nurhaida Siregar, S.Pd	Female	English Teacher
30.	Juni Jefri Aritongan, S.S	Female	English Teacher
31.	Sri Isnaini, S.Pd	Female	Accountant Teacher
32.	Nurbahri, S.Pd	Female	Economic Teacher
33.	Polbe Damaris Tampubolon, S.Th	Male	Religious Teacher
34.	Ervida Harahap, S.Pd	Female	Geography Teacher
35.	Zunaida Diannur, S.Pd	Female	Mathematics Teacher
36.	Martin Yosef Silitonga,S.Sos	Male	Sociology Teacher
37.	Eva Tuti Harja	Female	Indonesian Teacher
38.	Agus Andreas Tampubolon,S.Pd	Male	Civis Teacher
39.	Angraini Pratiwi,S.Pd	Female	Management Teacher
40.	Nurjaya Siagian,S.Pd	Female	Biology Teacher
41.	Nurinsan,S.S	Female	English Teacher
42.	Rulli Adha Dahrin Ritonga,S.Pd	Male	English Teacher
43.	Chairul Azmi, S.Pd	Male	Sport Teacher
44.	Perista Elysta S.Pd	Female	Technology and Communication Teacher
45.	Dessy Kurniati,S.Pd	Female	Technology and Communication Teacher
46.	Ella Risyada,S.Pd	Female	Sport Teacher
47.	Yul Khoiriyah	Female	Counseling Teacher
48.	Desy Putriyani Harahap	Female	Biology Teacher
49.	Sri Dewi Nasution	Female	English Teacher
50.	Julia Suristiani, S.Pd	Female	Mathematics Teacher
51.	Rabiatun Adawiyah, S.Pd	Female	Indonesian Teacher
52.	Cahya Ariani, S.Pd	Female	Mathematics Teacher
53.	M. Rizki Tufik, S.Pd	Male	Sport Teacher
54.	Reynalda Safira Marpuang, S.Pd	Female	English Teacher
55.	Ahmad Husin Hutabarat,S.Pt	Male	Operator Teacher
56.	Adelia Mahtani Ritonga	Female	Library Coordinator
57.	Ratna Juliani Siregar	Female	Staff
58.	Sahrudin Sitorus	Male	Security
59.	Safriani	Female	Cleaning Services
60.	Syafriansyah Hasibuan	Female	Staff
61.	Wandi	Male	Staff

5. Condition of the Classroom

Table 4.3

Condition of the Classroom

Condition	Total
Good	29
Slightly Damaged	0
Severely Damaged	0
Total Damaged	0

6. Condition of the Laboratory

Table 4.4

Condition of the Laboratory

Laboratory	Condition				Total
Science	4	0	0	0	4
Language	1	0	0	0	1
Social	0	0	0	0	0
Computer	1	0	0	0	1
Total	6	0	0	0	6

In this chapter, the researcher presents data description and data findings.

A. Data Description

This research from August - September 2021 on the students' problems faced by twelfth-grade SMA N 1 Rantau Utara students in Academic Year 2021/2022. The following section will answer the research problem statement: (1) What are the students' problems learning English during the Covid-19 pandemic? (2) What causes the students' problems in learning English during the Covid-19 pandemic? (3) How are the solutions to students' problems in learning English during the Covid-19 pandemic?

B. Result and Discussion

The data about the students' Pproblems in Learning English during Covid-19 Pandemic at twelfth-grade IPA 1 Senior High School Rantau Utara in Academic Year 2021/2022. To answer the problems above, the researcher did the

interview and observation with the English teacher and students. The researcher did some steps. First, the researcher presented the data of words in the classroom during the learning process. Second, the researcher presented the data of the interview.

The Data about the Students' Problems in Learning English during Covid-19 Pandemic at Twelfth Grade IPA 1 Senior High School Rantau Utara in Academic Year 2021/2022

To answer the problems above, the researcher did the interview and observation with the English teacher and students. The researcher did some steps. First, the researcher presented the data of words in the classroom during the learning process. Second, the researcher presented the data of the interview.

According to interview with Ma'am Sabta Ningsih, the teacher of the twelfth grade IPA 1 SMA N 1 Rantau Utara, she said that many problems in learning English make the student did not understand the material. The resulting interview is:

Di kelas, saya menemukan banyak masalah ketika proses kegiatan belajar mengajar Bahasa Inggris berlangsung. Yang paling banyak itu adalah kurangnya kosakata membuat proses pembelajaran menjadi terhambat. Siswa tidak mengerti materi yang saya ajarkan. Penyebabnya karena kurangnya pembendaharan kosakata mereka. Terkadang untuk mengerti materi harus menggunakan aplikasi penerjemahan. Kadang juga saya menjelaskam materi dengan menggunakan Bahasa Indonesia agar mereka mudah mengerti materi itu. Apalagi sekarang, kita tahu bahwa proses pembelajaran sekarang menggunakan pembelajaran daris yang tentunya lebih sulit bagi mereka untuk mengerti materi.³

(In the class, I found many problems while studying English. The most difficult is the students' lack of vocabulary makes the learning process problematic. Students do not understand about material that I teach. Their lack of vocabulary caused it. Sometimes to understand the material must use Google Translate to know the meaning of material. In addition, I use the Indonesian language to teach them to understand the material quickly. We know this learning is an online learning process that is more difficult to understand the material).

The researcher also got the students' data by interviewing them. According to the statement based on the interview with Muhammad Rival Dani, the students of twelfth grade IPA 1 said:

³ See the Appendixes p. 61

Miss, saya tidak mengerti mengenai kosakata. Kurangnya kosakata saya membuat saya kesulitan untuk memahami materi. Ketika guru menjelaskan dan memberikan tugas saya tidak mengerti tentang apa itu jadi saya harus menerjemahkannya dulu. Dan juga Miss, proses pembelajaran daring ini. Jika dijelaskan secara langsung maka akan lebih memudahkan saya untuk memahami Miss. Kadang jaringan internet juga tidak bagus.⁴

Miss, I do not understand vocabulary. Lack of vocabulary makes me difficult to understand. When the teacher explains and gives an assignment, I do not know what it means, so I have to translate it first. Also, the online learning process. If the learning is, direct it will make me easier to understand. Sometimes the internet networking is not good).

Moreover, Nur Safwa, the class member, said:

Miss, Saya mempunyai masalah dalam pembelajaran Bahasa Inggris. Salah satunya adalah kurangnya penguasaan kosakata. Banyak sekali kosakata yang tidak saya ketahui, saya tidak dapat mengerti arti dari kata tersebut. Saya tidak mengerti materi dan kurang memahami jika tidak dijelaskan secara langsung.⁵

(I have a problem that causes learning English. It is lack of mastering vocabulary. There are many vocabularies that I did not know; I could not understand the meaning of the word. I did not understand the material and less understanding if there is no direct explanation).

Elys Dayanti and Muhammad Bintang, class member said:

Menurut saya Miss masalah yang membuat saya kesulitan adalah kurangnya pemahaman tentang dasar Bahasa Inggris. Dan juga kurangnya penguasaan kosakata membuat saya kesulitan untuk memahami Bahasa Inggris. Disamping itu, proses pembelajaran daring Miss. Itu sulit. Dan mendengarkan juga sulit untuk dipahami tentang apa yang dikatakan si pembicara.⁶

(I have a problem that causes learning English. It is a lack of mastering vocabulary. There are many vocabularies that I did not know; I could not understand the meaning of the word. I did not understand the material and less understanding if there was no direct explanation. I think the problems makes me difficulties is less of understanding about basics English. Moreover, lack of mastering vocabulary make difficult to understand English learning. I found it very hard in an understanding the material. Besides that, this is online learning process. It is difficult. In addition, listening is too difficult to understand what the speaker said).

Nayaza Azaya said too:

⁴ See the Appendixes p.64

⁵ See the Appendixes p.65

⁶ See the Appendixes p.67

Miss, Berbicara tentu sulit juga jika tidak dipraktikkan secara langsung dan akan dikoreksi jika salah.⁷

(Miss, It is speaking, which is certainly difficult. It is not practice directly and corrected if it is wrong).

Besides that, Sri Rahayu, class member said:

Menurut saya Miss, Saya mempunyai banyak masalah dalam pembelajaran bahasa Inggris khususnya kosakata dan berbicara. Kurangnya penguasaan kosakata membuat saya kesulitan untuk berbicara Miss. Saya tidak tahu apa arti dari kata atau apa yang dikatakan si pembicara. Jadi, Saya hanya diam dan mendengarkan apa yang dikatakan. Sementara itu belajar online juga membuat saya kesulitan untuk memahami materi.⁸

(Lack of vocabulary mastery makes it difficult to speak Miss. I have many problems in English, especially in vocabulary and speaking. I do not know the meaning of the word or what the speaker said. Therefore, I quieted and listened to what the speaker said to me. At the same time, this online learning Miss makes me difficult to understand the material).

Rizal Khair said that too:

I have a problem with learning English. It isn't easy to understand the material because this is an online learning and rarely listening or speaking because it is not used anymore.⁹

(Saya mempunyai masalah dalam pembelajaran Bahasa Inggris. Lebih susah memahami materi pelajaran Karena pembelajaran daring dan Saya jarang mendengar atau berbicara dalam Bahasa Inggris karena tidak terbiasa lagi).

The researcher conducted observation with using an observation sheet to find out the data.

1. The first observation

On Thursday, July 27, 2021. The researcher started observation at 10:45 until 12:15 with 30 students and one teacher in the twelfth class IPA 1 via Whatsapp and Google Classroom. First, the teacher started the lesson with a greeting. After that, the teacher commands to pray before the learning begins soon. The teacher explained using Indonesian to understand what the lecturer has conveyed to students quickly.

⁷ See the Appendixes p.68

⁸ See the Appendixes p.69

⁹ See the Appendixes p.72

The next stage is the teacher instructing to fill the absent or not, even after completing the previous session via Google Classroom. Then, the teacher gives a new subject today. After that, the teacher provides a brief explanation of the material. Next, the teacher instructs to understand the material from the link Youtube video and write the conclusion of the material today. In addition, the teacher opens session asking if they did not understand the material.

2. The second observation

On Thursday, August 3, 2021. The researcher started observation at 10:45 until 12:15 with 30 students and one teacher in the twelfth class IPA 1 via Whatsapp and Google Classroom. First, the teacher started the lesson with a greeting. After that, the teacher commands to pray before the learning begins soon. The teacher explained using Indonesian to understand what the lecturer has conveyed to students quickly.

The next stage is the teacher instructed to fill the absent or not, even after completing the previous session via Google Classroom. The teacher is reviewing the last material again. Then, the teacher gives the task about last material. The teacher gives a brief explanation about the task and the command to collect the task on time.

3. The third observation

On Thursday, August 10, 2021. The researcher started observation at 10:45 until 12:15 with 30 students and one teacher in the twelfth class IPA 1 via Whatsapp and Google Classroom. First, the teacher started the lesson with a greeting. After that, the teacher commands to pray before the learning begins soon. The teacher explained using Indonesian to understand what the lecturer has conveyed to students quickly.

The next steps require the teacher to fill in the absent or not, even after completing the previous session via Google Classroom. Then, the teacher gives a new subject today. After that, the teacher gives a brief explanation about the material. The teacher instructs to understand the material from the link Youtube video and write the material's conclusion today. In addition, the teacher opens session asking if they did not understand the material.

4. The fourth observation

On Thursday, August 24, 2021. The researcher started observation at 10:45 until 12:15 with 30 students and one teacher in the twelfth class IPA 1 via Whatsapp and Google Classroom. First, the teacher started the lesson with a greeting. After that, the teacher commands to pray before the learning begins soon. The teacher explained using Indonesian to understand what the lecturer has conveyed to students quickly.

The next stage is the teacher instructing to fill the absent or not, even after completing the previous session via Google Classroom. The teacher is reviewing the last material again. Then, the teacher gives the task about last material. The teacher gives a brief explanation about the task and the command to collect the task on time.

5. The fifth observation

On Thursday, August 31st 2021. The researcher started observation at 10:45 until 12:15 with 30 students and one teacher in the twelfth class IPA 1 via Whatsapp and Google Classroom. First, the teacher started the lesson with a greeting. After that, the teacher commands to pray before the learning begins soon. The teacher explained using Indonesian to understand what the lecturer has conveyed to students quickly.

The next step is for the teacher to instruct to fill the absent or not, even after completing the previous session via Google Classroom. Then, the teacher gives a new subject. After that, the teacher gives a brief explanation about the material. The teacher instructs to understand the material from the link Youtube video and write the material's conclusion today. In addition, the teacher opens session asking if they did not understand the material.

6. The sixth observation

On Thursday, August 31, 2021. The researcher started observation at 10:45 until 12:15 with 30 students and one teacher in the twelfth class IPA 1 via WhatsApp and Google Classroom. First, the teacher started the lesson with a greeting. After that, the teacher commands prayer before the learning begins soon.

The teacher explained using Indonesian to understand what the lecturer has conveyed to students quickly.

The next step is for the teacher to fill in the absence or not, even after completing the previous session via Google Classroom. Then, the teacher gives a new subject today. After that, the teacher gives a brief explanation about the material. The teacher instructs to understand the material from the link Youtube video and write the material's conclusion today. Moreover, the last the teacher opened the session, asking students if they did not understand the material.

The observation above that English learning through online learning, the students were not active. Some students heard but did not listen to the teacher's directions and also filled out the absent list but didn't participate in the teaching and learning process. One of them is students do not send assignments. The teacher also explained that if the students did not send assignments, they are given directions to write material notes that will then be checked when desired to carry out end-of-semester examinations.

The learning English contexts in senior high school are vocabulary, conversations, listening, and writing. Everyone has the same problem when learning English: memorizing vocabulary, speaking, listening, and writing. In this aspect, students learn how to mention words or write words correctly, listen to foreign languages and write sentences correctly according to grammar.

Based on the observations and interviews, researchers received answers from students as participants that they found problems in learning English material Senior High School presented by vocabulary, listening, reading, and writing. Reading, the students did not know how to say the word in English and did not know the meaning of the text. Listening is unfamiliar with the foreign language, so they did not understand what the speaker said. As for a reason, the students would have problems in vocabulary because their lack of vocabulary makes it difficult to understand the importance of the context of reading they read.

The researchers compared to respondents' answers from difficulty for easier:

1. Vocabulary

Mastery of vocabulary is very important for success as a foreign language. Vocabulary is an important aspect of all language skills such as listening, speaking, reading, and writing. Most of them, they are lacking vocabulary. Lack of vocabulary makes them difficult and confused when understanding the material.

According to the result of interview with Nur Safwa, she said that:

Miss, Saya punya masalah dalam pembelajaran Bahasa Inggris. Salah satunya adalah kurangnya penguasaan kosakata. Banyak sekali kosakata yang tidak saya ketahui, saya tidak dapat mengerti arti dari kata tersebut. Saya tidak mengerti materi dan kurang memahami jika tidak dijelaskan secara langsung.¹⁰

(I have a problem that causes learning English. It is a lack of mastering vocabulary. There are many vocabularies that I did not know; I could not understand the meaning of the word. I did not understand the material and less understanding if there was no direct explanation).

M. Abiyu said that too:

Miss, saya mempunyai masalah yaitu kurangnya kosakata saya, jadi ketika ingin memahami materi saya menggunakan aplikasi google terjemahan untuk menerjemahkan materi itu.¹¹

(Miss, I have a problem in lacking of vocabulary, so when I want to understand the material I use Google Translation to translate it).

2. Listening

The next problem is listening. It is one of the various language skills receptive verbal and not just an activity hearing but understanding.

Interview with Sofio Zuhro said that too:

Menurut saya mendengarkan sulit untuk dimengerti karena saya tidak mengetahui apa yang dikatakan si pembicara. Solusinya Saya lebih banyak mendengarkan percakapan menggunakan bahasa Inggris.¹²

¹⁰ See the Appendixes p. 65

¹¹ See the Appendixes p. 70

(I think listening is difficult to understand because I do not know what the speaker said. My solution I can listen from the conversation)

Anatasya from another member class said that:

Mendengar adalah hal yang sulit untuk dipahami. Saya dapat mempelajari dari mendengarkan music, menonton film tanpa subtitle Bahasa Inggris dan mendengarkan segala sesuatu yang berhubungan dengan Bahasa Inggris.¹³

(Listening is difficult to understand. I can learn from listening to music, watching movies without English subtitles and listen to that related to English)

Listening as a foreign language considered a difficult skill for many reasons:

1. The characteristics of language inconsistent English between spelling and pronunciation make it difficult for learners to identify the sound.
2. Use of homonymous words or service of the same word in different word classes.
3. Limited vocabulary and lack of exposure in everyday life make foreign language learners feel alienated by the sounds of the language.

There are three additional abilities in listening such as vocabulary, grammar, and pronunciation. All the components are very important and learned to master English well. However, many students cannot understand words or sentences spoken in English.

3. Reading

Reading is one of the English skills used by readers to get the message from the write. Reading is a very important skill that students must possess as a foreign language because reading is the gateway to obtaining information and knowledge. The important thing to consider in reading understands the meaning of reading (reading comprehension). Reading is related to questions in the reading text; we will answer the question after reading and understanding the text.

The result of interview from Desi Khairani said that:

¹² See the Appendixes p.71

¹³ See the Appendixes p.75

Semua keterampilan Bahasa Inggris itu sulit khususnya membaca. Saya tidak mengetahui arti dari teks. Jadi, Saya selalu menggunakan aplikasi terjemahan untuk menerjemahkan teks dan terkadang saya dan teman saya berdiskusi tentang materi tersebut.¹⁴

(All of skills in English are difficult especially reading. I do not know what the meaning of the text. So, I always using Google translate to translating it and sometimes me my friends discussing about the material).

The students' problems in reading are included in the language complex skills because they do not understand pronunciation and lack English vocabulary, so when the teacher told them to translate, they found it difficult. When we learn about reading, we can learn good

Students must be able to learn to spell. English text well because reading clears an important role in learning English especially. Reading removes a lot of advantages such as developing pronunciation of words, helping students achieve better reading in language aspects, and improving listening skills, grammar, and vocabulary. Learn good spelling too.

3. Writing

Writing can said to be a language skill that is the most complex of all language skills. The students' problems have written because they did not know the words or write. It is because writing is not just copying words and sentences.

Develop and express thoughts in a regular structure writing. Students must be able to learn spelling. English text because reading clears an important role in learning English especially and reading clear has a lot advantages such as developing pronunciation of words clearly, helping students achieve better reading in language aspects, can improve listening skills, grammar and vocabulary.

2. Factors cause the problems of learning English at Twelfth Grade IPA 1 Senior High School Rantau Utara Academic Year 2021/2022

¹⁴ See the Appendixes p. 72

Based on observation and interview, the researcher got answers from the students of twelfth-grade class IPA 1 as participants that they found the factor causing the problem in learning English during pandemic Covid-19 are:

1. Online Learning

Since the Pandemic Covid-19, Indonesia must limit the activities involving many people to decide on the spread of the Covid-19. The education sector impacts teaching and learning activities in class using an online learning system. Online learning use technology to support learning. Online learning is one of a problem for students and teachers:

1. The teacher did not know what the student-focused when learning the online process. The teacher gives an explanation and direction about the material. However, some of them did it.
2. The students often complain about internet networking, and the quota does not exist. This will affect students because they did not take online learning to decrease their grades.
3. Students are difficult to monitor one by one. It is hard to discuss. If ask a question or discussed the material, the student does not spontaneously to answer.

The results of interview from M. Rival Dani said:

Tentu ada masalah dalam pembelajaran daring ini Miss, khususnya dalam penyampaian materi, saya sebagai siswa akan mengerti lebih mudah jika diajarkan secara langsung daripada pembelajaran daring.¹⁵

(There is problem in learning online, especially in terms of understanding a material that is conveyed, I as a student understand it is easier to be taught luring learning than the online learning).

Nur Safwa Aulia said that too:

Kurangnya materi dan pemahaman Miss dan juga tidak ada penjelasan secara langsung.¹⁶

(Lack of material and lack of understanding and there is no direct explanation).

¹⁵ See the Appendixes p.64

¹⁶ See the Appendixes 7 p. 67.

Sutan Ismail Akbar, other member class said that:

Pembelajaran daring tidak optimal Miss, pemahaman yang kami dapat juga kurang daripada proses pembelajaran biasanya.¹⁷

(The learning process is not optimal, as a result the understanding that we get from online learning is also less than learning process usually).

Online learning is not effective the learning process usually. The teacher is difficult to know to what level understanding of students. This online learning will also be dangerous for students who do not participate in online learning.

2. Factor of Environment

Humans grow and develop in the environment. The environment is an important part of the process of human life. An environment is a place for humans to interact with each other. In the learning process, the learning environment influences the learning process. If the environment supports the learning process, the result will be satisfactory.

Nayaza, class member said:

Dirumah tidak mendukung Miss karena kami menggunakan bahasa Indonesia dalam berkomunikasi, disekolah saja yang berbahasa Inggris.¹⁸

(At my home did not support to learn English because we use Indonesian to speak, if even English is only schooled).

Hanifa Sinaga said that too:

Lingkungan tidak mendukung Miss. Tetapi orangtua mendukung.¹⁹

(The environment does not support Miss. However, my parents are support too).

M.Rival Dani, class member said:

“Dirumah hanya sedikit yang mendukung karena bahasa yang kami gunakan adalah Bahasa Indonesia Miss. Disamping itu orangtua juga menyediakan bimbingan belajar untuk saya belajar bahasa Inggris”

¹⁷ See the Appendixes p.66

¹⁸ See the Appendixes p. 68

¹⁹ See the Appendixes p.64

(At my home is just little to support because our language is Indonesia language every day. Beside that, my parents too provide tutoring in learning English).

In this research, students rarely use English and only use English when studying. Besides that, the environment uses mother tongue for speaks. The method used by teacher facilities and infrastructure is inadequate. In the use of the learning device must be design with lecturers according to the expected results. Therefore, it can be conclude that a good environment will greatly influence student-learning outcomes and poor environments will affect students. The environment can also determine the success of student learning.

3. Lack of Knowledge of English

Knowledge is a very important thing in the learning process. Knowledge comes from everything that someone knows. Knowledge consists of facts and theories to solve the problem. To get knowledge, we can learn from everywhere. We can learn quickly through books and the internet. So that when learning English, we can get a lot of knowledge without having to trouble finding sources of books or internet which happen to use English.

In this research, students lacking knowledge in English occur because they do not like reading books or articles about English. Besides that lack their vocabulary, so they do not understand English. As for the way to overcome this problem, like students, make a structure or table briefly easy to understand. Students can write and remember vocabulary and keywords that need learned.

3. The solutions of students' problems in learning English during Covid-19 pandemic

Interviews with teachers and students explain that as a teacher who truly teaches the best for students and as an English teacher, she understands the problem in learning English. The problem is a lack of understanding in learning English. She used a fun learning added system, for example, by a song. She gave a song, and could form a sentence. Therefore, students can add vocabulary,

listening, speaking, and writing from these activities. It is different for students who do not know the basis of English. The teacher can tell students to ask personally about what they do not know.

As a student, they are self-aware of the shortcomings they have, a student as Anatasya said that:

Mendengar adalah hal yang sulit untuk dipahami. Saya dapat mempelajari dari mendengarkan music, menonton film tanpa subtitle Bahasa Inggris dan mendengarkan segala sesuatu yang berhubungan dengan Bahasa Inggris.²⁰

(Listening is difficult to understand. I can learn from listen to the music, watching movies without English subtitle and listen that related to English)

There are also some students following the tutoring in learning English and forming a group of learning to discuss about the material.

Table 4.5 The Students' Problems in Learning English during Pandemic Covid-19 at the twelfth grade students IPA 1

No	Problems	Solution	Note
1	Vocabulary. Less of students vocabulary makes them difficult to understand the meaning of the reading context or language mastery	<ul style="list-style-type: none"> • Understanding the material. • Studying song. 	<ul style="list-style-type: none"> • The teacher explain the material via YouTube or PPT. At the end of the lesson the teacher gave orders to make summarize the material and asked if it was not understood.
2	Listening. The students did not familiar with the foreign language so they didn't know what the speaker said	<ul style="list-style-type: none"> • Making Group Video 	<ul style="list-style-type: none"> • The teacher provides exercises to increase their understanding of the material and assessment. The teacher gives orders to find the
3	Reading. The students didn't know how to say the word in English and didn't know what the meaning of the text	<ul style="list-style-type: none"> • Understanding the material • Group Discussion 	

²⁰ See the Appendixes p.75

4	<p>Writing. The students' difficulty in writing or pronouncing the words</p>	<ul style="list-style-type: none"> • Understanding the material • Exercise • Group Discussion 	
5	<p>Online Learning. The students didn't understand the material because this system use online learning</p>	<ul style="list-style-type: none"> • Group Discussion 	
6	<p>Environment Factor. The environment of the student does not support the learning process. The students rarely use English and use English when studying. Besides that, the background environment uses mother tongue for communicating.</p>	<ul style="list-style-type: none"> • Tutoring 	<p>word of the song and make a group of the words as grouped into tenses, students can also find the meaning of the song's. Students can add the skills vocabulary, reading, listening, and writing from the learning system.</p> <ul style="list-style-type: none"> • For listening, the teacher gives students a conversation related to the material, practice it, and make in the video. • Reading and Writing, the teacher gives a text or search the text in the newspapers, magazines, and internet sources. The students can understand the text and rewrite the meaning of the text its meaning in their language. Then, it is presented and the teacher gives feedback. • Students can discuss together about learning or task that they do not understand.



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