

CHAPTER IV

RESEARCH FINDINGS

This chapter discuss about the findings and the result from the research. This research conducted in MAN 3 Tulungagung to aimed to investigate teachers' strategies in online teaching reading comprehension. The data obtained from interview and documents. The interview was done with two English teachers at first grade of MAN 3 Tulungagung.

A. Data Findings

1. Teachers' Strategies in Online Teaching Reading Comprehension.

From the result of interviews and documents, the researcher found the strategies used by Data 1 and Data 2 in online teaching reading comprehension was divided into three stages, namely Pre-reading, While-reading, and Post-reading :

a. Pre-reading

1) Data 1

According to the interview and documents from Data 1, in pre-reading he used was introducing the topic, skimming, scanning, and memorizing strategy. In addition, the media used in this stage are materials exactly text, Google Classroom as the learning application, and smartphones to access the application. Then, the material was according to the schedule of what the students should learn. Here, the material just read slightly. The implementation of the strategies is just applied directly to online learning.

Data 1 : *“Strateginya saya menyuruh siswa untuk membaca isi dari teks secara sekilas (skimming), lalu membaca informasi tertentu seperti judul, tokoh, biografi dan lain-lain (scanning). Selanjutnya adalah tanya jawab tentang pertanyaan yang ada berdasarkan teks. Terakhir adalah menghafalkan vocab (memorizing). Jadi, penambahan vocab itu sangat penting untuk anak-anak.”*

(I asked the students to read the text slightly (skimming), then read certain information such as title, figure, biography, etc (scanning). The next is questions and answer about the questions in the text. The last is memorizing vocabulary. Increasing vocabulary was very important for students)

The first strategy is introducing the topics, when begins the teaching and learning activity, the teacher greeted the students in *Google Classroom*, then he introduced the material and the topic of the text that being learned. This strategy became the first step that the teacher has done for the lesson.

The second strategy is skimming. In this strategy, the teacher asked the students to read the text slightly. The purpose of using this strategy is to make the students know the main idea of the text. This strategy helped the students to know what the text about.

Third, the teacher asked the students to use the scanning strategy, which is aimed to get specific information about the text such as title, character, etc. In this strategy, the students didn't need to read the whole

text, they just needed to read the specific information that they wanted to know from the text.

The next strategy is memorizing. Memorizing strategy is for increasing vocabulary. When reading the text, the students got new vocabularies, then they should memorize the new vocabularies to increase their vocabulary. Therefore, the teacher also asked the students to study vocabulary builder tasks in their book.

Moreover, the steps in pre-reading are skimming the text first to get the main idea of the text, then the students should scanning the text to get specific information like title, character, and another biography about the figure. The last step is memorizing vocabulary that that got from the text, especially new vocabularies to increase students' vocabularies.

Data 1 : *“Siswa disuruh membaca sekilas tentang materi atau teksnya, misalnya judulnya atau tokoh yang dipelajari dari teks tersebut. Lalu diambil isi atau inti dari teksnya.”*

(Students asked to read the text slightly about the material or text, for example, title or figure that being learned from the text. Then, took the contents or the gist from the text.)

2) Data 2

Meanwhile, according to Data 2, she used only 1 strategy in pre-reading, which is introducing the topic to the students. It can be seen from the interview and the documents from online learning using e-learning. In

this stage, she firstly prepares the materials and lesson plan. Then, when she starts online learning, she greeted the students through Whatsapp groups and also timeline e-learning. Usually, she used Whatsapp groups to remind the students about English lessons. Furthermore, in timeline class she greeted the students and also introducing the topic they learn in that meeting.

Data 2 : *“Perkenalan materi atau topik yang akan dibahas.”*

(Introduction to material or topic that being discussed)

Furthermore, Data 2 said that the media she used in pre-reading was visual media such as pictures or images, then material especially text, and e-learning websites for online learning activity. She used material according to the competencies the students should learn. To apply the strategies, the teacher just gave material like pictures or text, depending on the material. Then, the steps in pre-reading are preparing online class conditions by greeting and motivating, make sure the students ready to join the online learning, giving text to the students.

Data 2 : *“Mempersiapkan kondisi kelas online, meyakinkan peserta didik untuk siap mengikuti pembelajaran secara online, memberikan text pada peserta didik.”*

(Preparing online class condition, make sure the students ready to join the online learning, giving text to the students)

The strategies from Data 1 and Data 2 in pre-reading above can be used for online pre-reading and offline pre-reading. The strategies that can be used for online pre-reading are introducing the topic and memorizing vocabulary. Introducing the topic strategy was applied when the teachers open the online class. The teachers should write down the greeting and motivation through *Google Classroom* and *E-learning*, then also write down the topic being learned in that schedule to introducing the topic. Memorizing vocabulary was implemented by asked the students to memorize the new or difficult vocabulary from the text being read. The teachers applied it by asked the students through the *Google Classroom* and *E-learning*.

The differences between online pre-reading and offline pre-reading is the preparation and implementation of the strategies. In online pre-reading, the implementation of the strategies was through *Google Classroom* and *E-learning*, so the teachers applied the strategies through medium those are application and website, not face-to-face directly. In pre-reading was the preparation before learn the materials. In this stage, the teachers prepared the materials, prepared online class condition, make sure the students ready for online lesson, then shared the material through application or website. In addition, in this stage the teachers greet and motivate the students by write it down in online application and website. After that, the teachers write down by introduced the topic or the materials being learned in that schedule. On the other hand, in offline pre-reading the teachers could implement the

strategies directly in teaching and learning process, without medium. The preparation in offline pre-reading was the teachers didn't need to prepare the condition of the class, because the teachers could see it the attendance of the students directly in the class. Then, the teachers prepared the materials for learning, but didn't shared it through application or website.

b. While-reading

1) Data 1

Data 1 said that the media that used for while-reading was the material that is text shared Google Classroom, or sometimes the teacher also sent it individually through *Whatsapp* if there are students who asked for the material through *Whatsapp*. The material for this stage was still the same as the material in pre-reading, the material related to the competencies the students should learn. To apply the strategies, the teacher just applied them directly to the learning activities.

In the while-reading stage, the strategy is memorizing. Actually, in this stage, the teacher thought that memorizing the vocabulary is very important in comprehending the text. Therefore, when reading the text, the students certainly found new vocabularies. So, that made them paused to read because didn't know the meaning of that vocabulary. But, if the students memorized and know the meaning of the word, they easily comprehend the text without any difficulties. In this stage, the teacher asks the students to memorize the vocabulary they got from the text, especially

difficult vocabulary or new vocabulary. He thought that increasing students' vocabulary was very important.

Data 1 : *“Yang utama disini adalah vocabularies-nya. Anak-anak mempelajari vocabulary dan pendalamannya.”*

(The main point is the vocabulary. The students learn vocabulary and deepening it off)

2) Data 2

The next is Data 2 said that the preparations in the while-reading stage are the teacher preparing the text, then identify topic sentences and main idea. Data 2 still used pictures or text for the learning media and shared the material through E-learning. The strategies used by the teacher are Problem Based Learning (PBL) and Questions-Answer Relationship (QAR).

The first strategy is Problem Based Learning (PBL). This strategy applied by gave problems and questions to the students, then asked them to solve the problem or answer the question. Furthermore, by using this strategy, the teacher thought the students willing to study. This strategy was not only focused on the teacher, but it also could make the students more independent to learn. PBL strategy was used to encourage the students to learn and study. By this strategy, the teacher made the problems as the material or context for discussion.

Data 2 : *“Strategi yang saya gunakan adalah PBL (Problem Based Learning). Suatu permasalahan dijadikan sebagai konteks dan pendorong agar peserta didik belajar.”*

(The strategy that I used is PBL. A problem was made as to the context and booster so that the students would study)

The second strategy is Questions-Answer Relationship (QAR), which can be seen from the task the teacher gave to the students. After asked the students to read or comprehend the text, the teacher asked the students to do the task according to the text. The task related to the task contained some questions about the text they read. This strategy also aimed to make the students comprehend the text more.

The steps in while-reading are giving text to the students, gave problems or questions according to the text, and then students could find the answer to the questions or problems.

Data 2 : *“Memberikan teks pada peserta didik, peserta didik diberi permasalahan terkait dengan text, peserta didik mampu menemukan jawaban dan memecahkan masalah.”*

(Giving the text to the students, students was given problems/questions based on the text, students able to find out the answer and solve the problems)

Furthermore, from Data 1 and Data 2 strategies above, the strategies that can be used for online while-reading are memorizing vocabulary and Problem Based Learning (PBL). Next, Problem Based Learning (PBL) strategy used to make the students more independent in learning. So, by using this strategy mainly focused on the students, not the teachers. The teachers can apply it through online, then examine from students' work. This strategy applied by giving the students the problems, then asked them to solve the problems.

There are several differences between online while-reading and offline while-reading. In online while-reading, the teachers couldn't explain the materials directly. They just asked the students to study the material by themselves. The teachers just looking for the material, then shared the materials, after that asked the students to study the materials. Moreover, the teachers couldn't oversee the process of online lesson directly. The teachers didn't know what the students have done when online lesson. Whether the students really attended the online lesson or done the other thing. Furthermore, the teachers couldn't know the students' difficulties of the lesson. When the students have difficulties to understand the materials, sometimes they asked the teachers, but because it is online learning, the teachers couldn't explain directly.

c. Post-reading

1) Data 1

Data 1 said that the material used in this stage same as the material in pre-reading and while-reading. To applied the strategies, the teacher directly applied them to the learning activity. The media like material and text were shared through Google Classroom where online learning was held. The preparation in this stage was deepening the text. The teacher used the same media as in the pre-reading and while-reading stage, those are text, Google Classroom, and smartphone. The material used in this stage also the same as in pre-reading and while-reading, which means that the text was also the same.

Data 1 : *“Sama saja dengan pre-reading dan while-reading. Misalnya, kalau recount, ya kita tentang pengalaman seseorang mungkin dari keluarga, orang tua, pahlawan-pahlawan, atau tokoh-tokoh masyarakat dan lain-lain yang memberikan inspirasi untuk anak mempunyai cita-cita. Ini biasanya yang penting itu recount tentang biografi memberikan inspirasi kepada anak agar memiliki cita-cita. Tanpa cita-cita anak itu tidak mau belajar. Contohnya R.A Kartini, kalau anak putri itu semangat. Inspirasinya dan perjuangannya luar biasa, jadi anak akan mengikuti.”*

(Same as in pre-reading and while-reading stages. For example, if recount, obviously about someone’s experience probably from family, parents, heroes, or society figure and other that inspired the students to have goals. Usually, the important thing is the recount of the biography that gives inspiration to the students to have goals. Without

goals, the students interest to learn or study. For example is RA Kartini, for girls. Her inspiration and struggle were amazing, so students follow her)

Deciding the text's important message and main idea was aimed to derive what the message of the text. Here, the students also realize what is the moral value and message that could take from the text. Also, the message of the author to write the text was very important for the students. Because the teacher thought that it could inspire the students. Therefore, the teachers thought that it is very important to identify the text's message. The purpose of the author by writing the text was important to comprehend the text. Then, the message that the author want to deliver through the text was also important for the students. That's why the teacher asked the students to deepen the gist of the text to comprehend the text they read.

Data 1 : *“Membaca, menganalisis bacaan, kemudian mengambil intinya, lalu dimengerti bacaan itu cerita sebenarnya atau bacaan yang sebenarnya.”*

(Read, analyze text, then take the gist, after that understand the real story or the real text.)

Lastly, examine the grammatical structure, this strategy was used to know the use of tenses in the text being learned. Then, examine grammatical structure was very important for the students to improve their grammar

knowledge. When they read the text, they should study the grammatical used in the text, such as tenses and vocabulary. This strategy is usually used when the teacher wanted to check students' grammar knowledge. The teacher asked the students to make sentences using certain tenses or vocabulary. The teacher asked the students to study grammatical used especially tenses in the text. He also gave the students tasks about the tenses, such as asked them to make sentences using certain tenses and also wrote a text. This strategy can be seen from the lesson in Google Classroom. But, this strategy is usually used for different or other meetings from reading the text.

Furthermore, according to Data 2 in post-reading, the teacher still uses the same strategy, like in while-reading, that is Problem Based Learning (PBL). She also said that how to apply the strategies and the steps in this stage was the same as the steps in while-reading.

Data 2 : “Sama saja dengan while-reading, saya masih menggunakan PBL strategi.”

(Same like while-reading, I still use PBL strategy)

Data 2 : “Pengaplikasiannya pun juga sama dengan saat *while-reading*.”

(The implementation also the same as in while-reading)

Moreover, from Data 1 and Data 2, in online post-reading the strategies that can be used are deciding text's message, examine

grammatical structure, and Problem Based Learning (PBL). Deciding text's message can be applied through *Google Classroom* and *E-learning* by asked the students to find out the moral values and messages from the text being read. It also can be used as the tasks or assignment for the students, so the teachers could check students' comprehension.

The differences of offline post-reading and online post-reading. In online post-reading, mostly the teachers check the result like students' comprehension, vocabulary, and grammar. Furthermore, the teachers also wanted to check students' difficulties about the materials. Then, the teachers gave the students tasks or assignment, the teachers didn't know whether the work was students' own work or from other sources. In addition, students' attendance when offline and online learning are different. When online learning just a few percent students who attended the online learning. Even, the students didn't access the online learning. The teachers really pay attention to students' participation and attendance when online learning. Next, the interaction whether between teachers and students, even students with students. The communication and interaction only happen through online not face-to-face.

2. The Strategies help the teachers in Online Teaching Reading Comprehension.

a. Enhancing reading comprehension

1) Data

Data 1 said that the strategies he used for teaching reading helpful for enhancing students' reading comprehension, but not for all students because every student didn't have the same ability. Besides, when reading the text the students certainly found something like new vocabulary and used it to more comprehending the text. Thus, Data 1 said that memorized vocabulary was very important for the students, especially to comprehend the text in reading. In spite, understand the purpose of the author by writing the text was also important for the students, so they could understand the moral value or message the author wanted to deliver. To know whether the strategies effective for learning was by giving the students task or assignment. Because, when the teacher saw students' work, he could evaluate how far students' comprehension toward text enhanced.

Then, the moral value of the text that became the inspiration for the students made them impressed when they read the text and made them repeat it several times when reading the text.

Data 1 : *"Pemahaman pasti ada. Tidak harus semua siswa. Misalnya siswa 30, 20 atau 25 itu tidak mungkin sama. Tinggal kemampuan anak-anak. Dan juga melalui inspirasi dari teks itu. Anak-anak ketika membaca terkesan, dan akhirnya membaca dan membaca lagi."*

(There are certainly exist comprehension. Not all students. For example, 30 students, 20 students, or 25 students not the same. It depends on students' abilities. And also from the text, the students got

inspiration. The students were impressed when they read the text, and it makes them read for several times)

Furthermore, to get more comprehension students should read the text several times so they could get the purpose of the text. To know how far students' comprehension about the text, the teacher gave them tasks according to the text they learned. When he examined the answer or students' work, he knew how far students' comprehension about the text.

Data 1 : *“Dengan memberikan tugas kepada siswa. Ketika melihat hasil atau pekerjaan siswa akan terlihat apakah siswa tersebut memahami teks atau materi yang diajarkan.”*

(By giving tasks to the students. When saw the result or students' work can be seen whether the students comprehend the text or material being taught)

2) Data 2

Then, Data 2 said that the strategy helped the students to enhance students' reading comprehension, but not all students, it depends on students' ability. Students' ability to comprehend the text also important to know the success of the strategies in learning. When a student has good ability in comprehending the text, they would easily understand the material gave to them. But, each student has different ability.

Data 2 : *“Ya. Namun tergantung pada kemampuan peserta didik.”*

(Yes. But, depending on students' ability)

Moreover, to know how far students' comprehension about the text, she should check it through students' work in their task.

Data 2 : *“Melalui hasil akhir baik berupa penugasan atau ulangan harian.”*

(Through final result either task or daily test)

b. Increasing vocabulary

1) Data 1

According to the statement from Data 1, the strategies he used were helpful, the strategies were increased students' vocabulary. Because, when the students read the text, they certainly got new vocabularies. So, they must memorize the new vocabularies, how to pronounce the vocabularies, translate them to know the meaning. From this activity they would get more vocabularies, especially new vocabularies then their vocabulary was increased. Besides, if the students willingly study or memorize the vocabulary they have got, they would increase their vocabulary. In addition, the teacher asked the students to study vocabulary builder in book material.

Data 1 : *“Ya, sangat membantu. Karena dalam satu hari atau satu bacaan anak-anak mendapatkan setidaknya sepuluh kata-kata sulit jadi harus dihafalkan, diterjemahkan. Lalu termasuk kata benda, kata*

kerja dan adjective juga diajarkan agar lebih paham dan lebih mengerti.”

(Yes, helpful. Because in one day or one text, students get at least ten difficult words, so must be memorized and translated. Then, include in noun, verb, and adjective also being taught to make them more understand)

Furthermore, to know whether the strategies increased students' vocabulary, the teacher gave students the task about vocabulary such as match vocabulary with its Indonesian words, make sentences according to words he gave to the students, etc.

Data 1 : *“Saya cek, mengecek beberapa siswa untuk mengucapkan atau membuat kalimat dengan vocab tertentu dan juga membuat kalimat-kalimat lain menggunakan vocab berbeda.”*

(I check it, check some students to speak or make sentences with certain vocabularies and also make other sentences using different vocabularies)

2) Data 2

According to Data 2, the strategy was very helpful to increase students' vocabulary if the students seriously learn English. It can be seen from the more varied the vocabulary used by the students. The use of the vocabulary not only monotonous on a few words or vocabulary. To know

how far the strategies increase students' vocabulary, the teacher checks it from the task or daily test.

Data 2 : *“Semakin bervariasinya vocab yang digunakan peserta didik. Penggunaannya tidak hanya monoton pada beberapa kata atau vocab saja.”*

(The more varied the vocabulary used by the students. The use of the vocabulary not only monotonous on a few words or vocabulary)

c. Improving grammar knowledge

1) Data 1

Data 1 said that the strategies helped to improve students' grammar knowledge. Because, when the students comprehend the text, they should know what tenses that used in the text they read. So, they should study the tenses, how to make sentences using those tenses, and the verb used in each tense. When the students wrote recount text, they certainly used past tense form. So, the students should know verb-1, verb-2, and verb-3 forms. Then, they should know how to make sentences used past tense form. In spite, students must read many texts and open the dictionary to help them. Because, nowadays there are many sources to learn from and easy to get such as book, handphone/internet, and dictionaries.

Data 1 : *” Ya, menambah. Karena kalau kita membuat teks biografi recount itu pasti bentuknya past tense. Jadi anak-anak harus tahu*

bentuk kata kerja ke-1, ke-2 dan ke-3. Lalu, juga cara membuat kalimat past tense itu bagaimana.”

(Yes, increase. Because, if we make recount biography text it assured that past tense form. So, students must know verb-1, verb-2, and verb-3. Then, the how to make past tense sentences.)

In addition, Data 1 also said that the way to know whether students' grammar knowledge improved was by asked them to make sentences as their task. For example, when they made sentences using past tenses, they should know how to arrange the vocabulary to become good sentences. Also, the use of vocabulary, the creativity when they made the sentences, then the arrangement of the sentences.

Data 1 : *“Ada peningkatan dari siswa itu. Contohnya ketika membuat kalimat, dari kalimat yang satu misalnya kesusahan dengan vocabnya, maka disuruh membuat kalimat lain dengan vocab yang sama.”*

(There are improvements from those students. For example, when making sentences, from that sentences have difficulty with the vocabulary, so they asked to make other sentences with the same vocabulary.)

2) Data 2

Data 2 said that the strategies improve students' grammar knowledge. It can be seen from when the students read a text, there are grammar reviews

they should learn, such as language features they should learn when they read a text. The grammatical structure like tenses and vocabulary used in the text, so the students should learn and study them. When the students read the text, they check the tenses used in the text. Then, they study the tenses, how the pattern to make sentences based on the tenses. They would know how to make good sentences using tenses. In spite, the teacher also asked them to study grammar reviews from the text, usually, there are grammar review tasks according to the text.

Data 2 : *“Ketika reading, membaca teks pasti ada grammar review. Unsur kebahasaan apa yang digunakan dalam teks tersebut. Pasti salah satunya grammar seperti tenses dan lain-lain. Peserta didik mempelajari apa saja tenses yang digunakan dalam teks.”*

(When reading, read the text certainly there are grammar reviews. What language features are used in the text. Surely one of the grammars such as tenses and others. Students learn many kinds of tenses that used in the text)

3. The Problems in Online Teaching Reading Comprehension.

a. Teachers problems

1) Data 1

The first problems are teacher problems. Before teaching the students, the teacher has problems with lesson time. The limited reading lesson time became problems because reading must be needed or took many times.

Unfortunately, the time for reading lessons is very little or limited. The teacher thought that the time was not enough for the reading activity, so it is too difficult. When the teacher explained and the students began to understand the material, the time was out. In spite, comprehension of reading was needed much time to take. Therefore, the reading materials were not delivered maximally. The teacher couldn't finish the lesson, then it would continue for the next meeting.

Data 1 : *“Waktu untuk reading itu sebenarnya harus luas/banyak. Kadang-kadang untuk bahasa inggris itu tiga jam atau dua jam. Satu jam pelajaran itu 45 menit dan untuk diskusi itu tidak cukup, jadi cukup sulit. Mulai masuk, anak-anak dijelaskan mulai mengerti, tapi karena waktunya sedikit sehingga segera bel/habis dan pergantian jam dengan mata pelajaran lain.”*

(The time for reading actually must be broad/many. Sometimes, for English lesson three hours or two hours. One hour lesson is 45 minutes dan for discussion was not enough, so it is too difficult. Start the class, students start to understand the explanation, but because of the time limit so the bell rang/time over and change with another subject.)

Furthermore, the problem when applied the strategies of teaching reading by online is students didn't ready for the lesson. Sometimes, the students didn't want to look for other materials from other sources. They

prefer to listen or study the materials teacher gave to them via Google Classroom. So, they didn't study other materials despite their teacher gave to them. It made them stuck in those materials and not improved.

When the students didn't attend the online lesson, the teacher should remind them individually through Whatsapp, sometimes it also takes their time for the lesson. Even, some of the students still not attended the lesson after the teacher reminded them.

Data 1 : *“Anak-anak belum siap untuk pembelajaran. Kadang, materi kalau tidak dikirim oleh guru, siswa tidak mau mencari materi lain. Mereka lebih memilih mendengarkan atau membaca materi yang dibagikan di Google Classroom.”*

(Students not ready for learning. Sometimes, if the material doesn't send by the teacher, the students don't intend to look for other materials. They prefer to listen or read the materials being shared via Google Classroom)

In addition, the solution from the teacher to solve these problems was asked or gave them the task to do for that day or even for the next meeting. Because when online learning, it is difficult to ask the students to do the task. So, sometimes the teacher just asked them to attend the lesson.

Data 1 : *“Diberi/disuruh mengerjakan tugas untuk pertemuan berikutnya. Kalau secara daring, sulit sekali memaksa anak untuk mengerjakan tugas. Yang penting mereka ikut pembelajaran.”*

(Gave/asked to do the task for the next meeting. If online learning, it is too difficult to force the students to do the task. The most important the students attend the learning)

2) Data 2

Meanwhile, according to Data 2, there are three problems that the teacher faced such as students' interest, students' attendance, and online teaching. Firstly, students' interest in learning became teachers' problem because when her students didn't interest to learn they would lazy to attend the online lesson. Even though the students attended the lesson, they would late. Furthermore, some students also didn't have the intention to do the task that the teacher gave to them.

Data 2 also said that students' attendance became the teacher's problem. Students' attendance that not on time became problems because it means that the students have another business beyond the lesson. If the students are late for the lesson, it means that they also do not read the material or assignments given by the teacher. Therefore, if there are tasks they should do, they would ask their friends or answer carelessly.

Data 2 : *“Peserta didik enggan atau tidak mau untuk mencari jawaban atau temuan terhadap masalah yang diberikan.”*

(Students are unwilling to look for the answer to the problems given)

The next problem is the learning activity was online, not face-to-face. Online learning became problem because teachers couldn't explain directly. Thus, some of the students difficult to understand the material. Some of them ask the teacher individually about the material because they didn't understand it. Unfortunately, if the students misunderstood the explanation and the assignment.

Data 2 : *“Tidak bisa menerima penjelasan secara klasikal atau langsung, jadi harus menjelaskan secara pribadi melalui Whatsapp.”*

(Can't accept the explanation directly. So, must explain privately through Whatsapp.)

In spite, there is a problem when the students unwilling to do the task such as looking for the answer to the questions given to them. To solve the problems above, Data 2 has a solution that is to contact the students individually.

Data 2 : *“Menghubungi anak-anak secara pribadi melalui Whatsapp.”*

(Contact the students individually through Whatsapp)

b. External problems

1) Data 1

Data 1 said that there are no problems with the material used and the book material has covered the chapter or learning purpose. Media became a problem because, when online learning was held, it needed some important

aspects to support like applications and internet networks. On the other hand, in some areas there are unstable signal strength or signal strength is not the same for each area. So, when online learning is held, some students have troubles with the connection or internet network. Meanwhile, internet network was very important for online learning. Accordingly, online learning being disrupted.

Meanwhile, there are problems with the media used like students didn't have internet quota, bad signal, and disturbance from other people. Moreover, the use of Google Classroom as the application for learning is very important for online learning, learning activity hold in this application. But, to access this application students and teachers need network internet. Unfortunately, it became a problem when there are disturbances from the network internet. The teacher said that the students have problems with their network internet when the online learning was held. This problem made the students couldn't access the application, so they couldn't attend the lesson.

Data 1 : *“Siswa tidak bisa menjangkau. Siswa tidak dapat menjangkau, misalnya anak-anak tidak memiliki kuota internet, kendala hp, kendala sinyal, dan juga kendala dari anak-anak lain.”*

(Students can't reach out. For example, the students didn't have internet quota, handphone troubles, signal troubles, and another problem from other students)

Moreover, Data 1 said that the learning environment influences learning activities. It happened because when online learning, the students were in their house. Many parents have the prejudice that children used the smartphone for playing the game, communicate with their friends, so the students didn't study. Meanwhile, in the reality the students attended the lesson used their smartphone. Then, the parents also didn't care about students' education. To solve these problems, the teacher has the solution to explain the time of the lesson such as duration, the lesson start, and the lesson end to students' parents.

Data 1 : *“Secara online anak-anak di rumah, mungkin dari orang tua mengira anak-anak bermain hp untuk bermain game, ngobrol dengan teman-temannya dan akhirnya tidak belajar. Padahal mereka ikut pembelajaran secara online. Ini yang menjadi kendala yang berasal dari lingkungan. Keluarga kurang memperhatikan pendidikan juga termasuk.”*

(Online learning the students in their home, probably from the parents presume that the students play with their handphone for playing games, communicate with their friends and finally don't study. Whereas, they attend the online lesson. These became problems that came from the environment. Family don't pay attention to the education also included)

Data 1 : *“Kita ke orang tua memberitahu berapa lama proses pembelajaran secara online.”*

“I come to the parents to inform about how long the process of online learning)

According to Data 2's answer, there are two external problems, those are media/network and environment. Learning media, especially learning applications became problems when online learning took place, the students have trouble with the internet network or wifi, so they difficult to access the media, especially e-learning. As we know, not all area has good network internet. Some area has bad network internet, that made the students experienced the difficulty to access e-learning. On the other hand, the signal of wifi also has troubles when used to access the e-learning. Network internet is the most important thing that must be considered because online learning mainly uses network internet to support the learning activity.

Data 2 : *“Terkendala di sinyal atau jaringan internet, kadang wifi nya down.”*

(Constrained in the signal or internet network. Sometimes, the wifi was down)

The second problem is the environment. The environment around students was very important and effective. In the learning process, support from the environment was needed by the students to make them more excited about learning. In addition, the motivation from their environment was also played important roles in support students' interest or intention in

learning. When they didn't have motivation, it makes them lazy and didn't know what is the advantage of learning from them. So, that's why the environment around them like parents, family, and friends helps them in learning. The solution for these problems is Data 2 would like to discuss it with the parents through Whatsapp or call.

Data 2 : *“Motivasi dan dukungan dari lingkungan sangat kurang. Misalnya keluarga kurang memotivasi dan mendukung proses belajar.”*

(Very less motivation and support from the environment. Like, family is less motivating and support the learning process)

In addition, online learning was implemented at home but through the internet. This is becoming a problem when the learning environment of the students didn't support online learning. Because the teacher couldn't examine the students' development through online learning. The teacher didn't know what the students have done when learning from home, either the students indeed attend the lesson or doing other business. The condition of students' homes was not the same. Some of the parents are toward students' education, so they support maximally and didn't disturb online learning. Meanwhile, for the parents who didn't pay attention to their children's education, they would ask their children to do something else beyond the learning business.