



**A DESCRIPTIVE STUDY: THE STUDENTS' DIFFICULTIES AND
LEARNING STRATEGIES USING TECHNOLOGY**

Skripsi



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COVER

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ABSTRACT

Keywords: Students' Difficulties, Learning Strategies, Technology

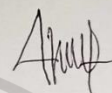
In Indonesia, there are many obstacles to conducting online teaching and learning processes. Firstly, the condition of teachers in Indonesia does not fully understand the use of technology this can be seen in teachers who were born in the 1980s. One of the difficulties faced by students is the internet network. According to D'Mello et al. (2014) found that inducing difficulties and confusion in an intelligent tutoring system appeared to enhance learning.

This study was aimed to investigate the students' difficulties and learning strategies using technology. The researcher used a qualitative approach with a descriptive qualitative design. The participants of this research were 25 students of second-year students of Muhammadiyah Mburak Junior High School. The researcher explored the students' perception of the use of questionnaires for their difficulties, and online-based questionnaire and an online-based interview were used as the methods of collecting the data. The instruments used in this research were a questionnaire and a semi-structured interview. The questionnaire used in this research was like a scale hence the data was analyzed by using a theory derived from Sugiono (2015). After analyzing the questionnaire and interview, the data obtained by the researcher are as many as 16.7% of participants chose strongly agree (SA), and 50% of participants chose to agree (A). On the other hand, there were 29.2% of participants chose to disagree (D) and 4.2% strongly disagree (SD).

Based on the above findings, some students face problems related to signal constraints when they do distance learning. To overcome this problem, teachers convey to students that learning can be done anywhere to maintain their enthusiasm and interest in the subject. Then, the teachers establish communication and cooperation with the parents of students so that parents always remind, help, and provide guidance to their children so that they continue to study at home. Teachers also always pay attention by remembering students to keep studying at home every time they start the learning process and at night through *WhatsApp* (WA) messages".

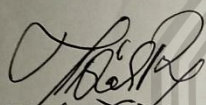
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Malang, 13 Maret 2023
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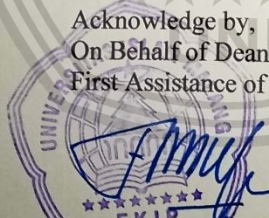
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CHAPTER 1

INTRODUCTION

In this chapter, the researcher takes a lot of points to discuss this study, which are the background of the study, the research problem, the objective of the study, the significance of the study, the scope, and limitation of the study, and the definition of the key term.

1.1 Background of the Study

Indonesia has experienced a significant impact from the Covid-19 pandemic. Since the coronavirus pandemic, many issues have arisen because the virus not only affects humans but also has an effect on the global economy and social life in many nations, one of which is Indonesia's educational system. To prevent social interactions between people who may be infected but have not been detected so that they can be segregated, social distance has been used in some nations (Darmalaksana, W. 2020). Policies enacted to reduce the coronavirus affect many industries worldwide, particularly education (Herliandi, 2020). However, due to the Covid-19 pandemic, educational activities have now abruptly ended. The goal of enhancing student productivity, according to Minister Nadiem Makarim, who oversees the Ministry of Education, was to increase job options for graduates.

However, to improve school conditions in an emergency, Indonesian education system must follow the road set down by the abrupt outbreak of the Covid-19 pandemic. Schools must be compelled to use internet tools. From the description, the education system in Indonesia has changed. The learning process, which is often conducted in person, must be conducted online.

One technique to deal with the implementation of learning is through online teaching and learning. A learning management system and an interactive internet model are used in online

learning, which is a sort of instruction (LMS). Online activities such as webinars and online classes are all conducted using computers, networks, and the internet (Hasibuan, Simarmata, and Sudirman, 2019). There are many ways to do online learning, including asynchronous virtual and autonomous modes. The media used also vary, including Google Classroom, Zoom Meeting, *WhatsApp*, and others. Learning methods and learning media greatly affect students' success in learning, especially the ability of students in using media or technology in the learning process.

In Indonesia, there are many obstacles to conducting online teaching and learning processes. First off, teachers in Indonesia tend to have a limited understanding of how to use technology, especially those who were born in the 1980s. Their use of online media is constrained by information technology issues. Similarly, comprehending the use of technology is intended for students whose circumstances are nearly identical to those of the professors. Second, the cost of technical support equipment Indonesian continues to have a worrying economic situation in several areas. Since the Covid-19 catastrophe, teachers and students have not been fully restricted from using the information technology infrastructure and amenities that were sorely required. Third, not every location has access to the internet network equally. Not all educational institutions, including elementary, middle, and high schools, have access to the internet. Despite the existence of an internet network, the condition cannot cover online media. Fourth, expenses are a barrier since teacher and student welfare in some areas still falls short of expectations. They clearly cannot afford it when they use their internet allowance to fulfill their wants for online media. The use of internet media presents a conundrum because, while the minister of education promotes the production, students' and teachers' financial capacities and talents have not advanced in lockstep. The aforementioned budgetary needs have not been entirely met by the state.

The internet network is one of the issues students encounter. The internet network is most often complained of when the network is disrupted. Learning that requires pupils to use certain learning programs will be severely disrupted if the internet isn't running well. While most problems with internet network disturbances cannot be resolved by either parents or teachers. Students who live in rural not infrequently they have to go to other places long distances to get an internet signal high quota prices. According to D'Mello et al. (2014) discovered that presenting challenges and perplexity to an intelligent tutoring system seems to improve learning. Additionally, several studies revealed challenges that may be especially advantageous for conceptual learning, as students may need to overcome misconceptions before obtaining a more comprehensive understanding of the subject area. The researcher concluded that challenges are what drive learners to exert extra effort to overcome difficult circumstances in their learning based on the aforementioned theory. Based on the aforementioned idea, the researcher concluded that challenges are what force learners to put in extra effort to overcome challenging situations in their learning.

Learning during a pandemic that uses a lot of learning tools and applications needs an internet network. For families who have a middle to lower economy, the high price of quotas weighs heavily on them, let alone buying quotas, just to meet their daily needs requires very heavy needs. Public knowledge demonstrates that this internet distribution mechanism causes some issues. According to Ahmadi (2018) research, EFL learning, which calls for a lot of practice before it can be implemented, frequently encounters difficulties when the method is used. For instance, during the listening session, the ICT tools used by teachers to instruct pupils who are in different locations are frequently inefficient. Additionally, teachers are unable to fully

monitor students when administering listening tests. Pupils struggle to mimic their teachers' speaking styles in speaking classes that are taught remotely or online, while teachers struggle to effectively prepare their students to talk.

The strategy to overcome learning difficulties caused by internet network problems is to report to the internet service provider to immediately make repairs. While for students who have network difficulties due to locations that do not support the arrival of internet signals, teachers must change learning patterns. For example, holdings limited offline learning by forming small groups of students living in one area. Then the strategy to overcome the difficulty of the high price of this quota can be handled by minimizing the users of tools or applications that require a very large internet quota.

Choosing pocket-friendly learning support, for example by not holding synchronous learning too often using a teleconferencing platform, multiply practice questions that students can do independently. So students spend more time reading, deepening knowledge experimenting or making answers to a practice question. The desire to learn is a crucial component of education (Cheung, 2018). Since interest in learning doesn't come about abruptly or spontaneously, but rather as a result of experiences, behaviors, and engagement in learning, it will increase students' attention to learning.

These findings informed the research that was done on SMP MUHAMMADIYAH MBURAK students addressing the challenges and dealing with online learning methodologies during the COVID-19 pandemic. They must also consider the outcomes of their instruction during the COVID-19 epidemic and apply what they learned if they encounter the same circumstances and online teaching requirements. Given the rapidly changing times and

technologies that have an impact on how online learning is conducted, future scholars must conduct urgently needed additional research on this subject.

1.2 Research Problems

In light of the debate just had, the issue at hand in this study is stated as follows:

1. What challenges do junior high school pupils experience when learning online?
1. How do Junior High School students overcome the difficulties in online learning?

1.3 Objective of the Study

The objectives of this study include:

1. To discuss the challenges junior high school students encounter when learning online
2. to discover the students' methods for overcoming the challenges of online learning.

1.4 Significance of the Study

The study's findings should help EFL students better understand the challenges they face when learning online and provide them with information on how to deal with such challenges. This study is anticipated to serve as another resource for research in the future.

1.5 Scope and Delimitation of the Study

This study focuses on the use of technology in online learning by junior high school EFL students, particularly second-graders in the academic year 2022. The challenges students face and how to use online learning techniques during the COVID-19 pandemic. These two factors weren't evaluated for effectiveness during the investigation.

1.6 Definition of the Key terms

The following definitions are provided to clear up any confusion and to ensure that everyone reading the study has the same understanding of the terminology:

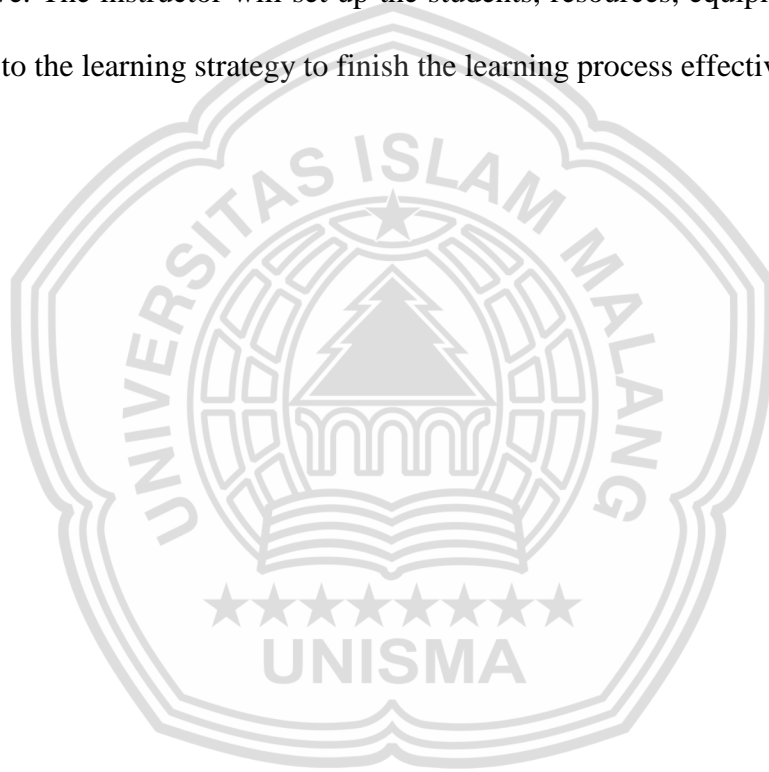


1. Learning using technology

Online learning is defined as "formal education organized by schools where students and the teachers of their instructors are located in different locations, necessitating an interactive telecommunication system as a means for linking the two and the numerous resources needed in it" (Sobron et al. 2019:1).

2. Learning Strategies

In the context of education, a strategy is a plan of action used to accomplish a specific educational objective. The instructor will set up the students, resources, equipment, methods, and time according to the learning strategy to finish the learning process effectively.





CHAPTER V

CONCLUSION AND SUGGESTION

The researcher offered a conclusion and a recommendation in this chapter. In drawing a quick conclusion, from the findings and debates included in chapter IV of the research. The researcher also offered advice for future researchers interested in this work.

5.1 Conclusion

Based on the discussion from the previous chapter, student learning difficulties during a pandemic are a common problem faced by most students. Online-assisted learning is indeed a new thing for most students in Indonesia, especially geographically not supporting this effort or economic background conditions that do not support the success of learning from home. So full support must be done and optimized both socially and mentally. The approach utilized to encourage student interest in studying while utilizing technology is to simply convey to students the significance of learning in every setting, either directly or indirectly. By preparing teaching materials that are concise, understandable, engaging, and brief. Choose simple and interesting learning media. And don't forget to evaluate learning regularly and continuously. Because students are different, there are certainly differences in motivation and learning commitment at a relatively young age for independent learning and responsibility when they go months without face-to-face learning with teachers and classmates at school.

5.2 Suggestions

Based on the foregoing result, the researcher would like to provide the following suggestions:

5.2.1 for the Teacher

Teachers must consider every decision about the learning process for students and also must be able to use technology to teach during the pandemic. Teachers should make it easy for students to communicate with them. Because learning needs to bring new learning experiences so that students don't get quickly bored during educational activities like using fascinating material, different teaching techniques every two or three meetings, and avoiding repetition of explanations. Teachers must be creative in conveying and explaining the teaching materials.

5.2.2 for the Students

In online learning, students must prepare a quota, live in a place that has a good network before starting to study, and must set aside funds to buy quotas for e-learning. Not only that, but students also need to maximize the use of technology in supporting their learning difficulties strategy.

5.2.3 for Future Researchers

First of all, the results of this study can be a reference for other researchers who conduct further research on A descriptive study: The students' difficulties and learning strategies using technology. It can also provide alternative sources for future researchers to get better and more accurate. Because this research took place during a pandemic (Covid-19), researchers could not conduct research freely and could not observe the subject directly. Therefore, it is envisaged that future researchers will be able to conduct the study by having respondents, complete questionnaires and participate in in-person interviews. Not only that but further researchers are,



also expected to be able to use other instruments to get more detailed results. The researcher realizes that this research still has some shortcomings. Therefore, the researcher suggests furthering researcher who are related, research with this research, to conduct research that can provide many positive impacts on the teaching and learning process.



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