

# **RURAL STUDENTS' BARRIERS IN LEARNING ENGLISH DURING THE COVID-19 PANDEMIC**

(A Case Study Conducted by Seventh Semester of English Education at IAIN  
Bengkulu)

THESIS

Submitted as a Partial Requirements for the Degree of Sarjana Pendidikan (S.Pd)  
in English Education Program Tarbiyah and Tadris Faculty  
Fatmawati Sukarno State Islamic University of Bengkulu



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I hereby sincerely state that the thesis titled "Rural Students' Barriers in Learning English during the Covid-19 Pandemic (A Case Study conducted by Seventh Semester of English Education at IAIN Bengkulu)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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The writer realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Bengkulu, January 2022

The Writer



## ABSTRACT

Ria Annisa. 2021. **Rural Students' Barriers in Learning English during the COVID-19 Pandemic** (*A Case Study conducted by Seventh Semester of English Education at IAIN Bengkulu*). Thesis. English Education Program, Faculty of Tarbiyah and Tadris, State Institute of Islamic Studies (IAIN) Bengkulu.

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This research indicates the barriers faced by students who lived in a rural area and how they overcoming those barriers. The respondent were ten university students majoring English Education Program. They are students who lived in a rural area. The writer applied a qualitative approach and conducted through a case study design. The instruments used to collect the data were questionnaire, interview and documentation. The results of data analysis showed that the students experienced several barriers related to the situational, institutional, dispositional and epistemological barriers. The data also showed there are nine barriers faced by the students, namely unsupportive learning environment, network problem ,time management, heavy task, cost, students difficulty in learning English, learning style problem and students low motivation. They overcome those barriers with different ways depending on each individual. The implication of this research can be expected upon teaching and learning process. The lecturer is expected to be able to help the students overcome the barriers. The research also suggested that the students should put more awareness toward the online learning process. The research also has some contributions to the language field where further researcher need to take a special attention of this phenomenon.

**Keywords:** *Rural Students, Barriers, Online Learning, Covid-19 Pandemic*



## ABSTRAK

Ria Annisa. 2021. **Hambatan siswa pedesaan dalam belajar bahasa inggris selama pandemic COVID-19** (*Studi kasus pada mahasiswa semester tujuh pendidikan bahasa inggris IAIN Bengkulu*). Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Institut Agama Islam Negeri (IAIN) Bengkulu.

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Penelitian ini mengindikasikan hambatan yang dihadapi oleh siswa yang tinggal di daerah pedesaan dan bagaimana mereka mengatasi hambatan tersebut. Responden adalah sepuluh mahasiswa jurusan Program pendidikan inggris. Mereka adalah siswa yang tinggal di daerah pedesaan. Penulis menerapkan pendekatan kualitatif dan dilakukan melalui desain studi kasus. Instrumen yang digunakan untuk mengumpulkan data kuesioner, wawancara dan dokumentasi. Hasil analisis data menunjukkan bahwa para siswa mengalami beberapa hambatan yang berhubungan dengan hambatan situasional, kelembagaan, disposisi dan epistemologis. Data juga menunjukkan ada sembilan hambatan yang dihadapi oleh para siswa, yaitu lingkungan belajar yang tidak mendukung, masalah jaringan, pengelolaan waktu, tugas berat, biaya, siswa kesulitan dalam belajar bahasa inggris, masalah gaya belajar dan motivasi yang rendah. Mereka mengatasi hambatan itu dengan berbagai cara bergantung pada setiap individu. Implikasinya dari penelitian ini dapat diharapkan dari proses pengajaran dan pembelajaran. Dosen diharapkan bisa membantu siswa mengatasi hambatan. Penelitian itu juga menyarankan agar para siswa lebih waspada terhadap proses belajar online. Penelitian ini juga memberikan sejumlah sumbangsih bagi bidang bahasa tempat peneliti lebih lanjut perlu menaruh perhatian khusus pada fenomena ini.

**Kata Kunci:** *Siswa Pedesaan, Hambatan, Belajar Bahasa Inggris, Covid-19 Pandemi*



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## **CHAPTER I**

### **INTRODUCTION**

This chapter indicates the introduction of this research. There are several points namely background, identification of the problem, research question, limitation, subject, significances of the research and the definition of key terms.

#### **A. Background of the Research**

The World Health Organization (WHO) declared COVID-19 as a global emergency on January 30th, 2020 and a global pandemic on March 11th, 2020. Currently, COVID-19 is affecting 213 countries and territories (WHO, 2020). In response to COVID-19, several countries have applied strict social distancing measures and a lockdown policy. Obviously, this pandemic has had a tremendous impact on schools, students and teachers. As of March 12th, 2020, 46 countries in five different continents have declared school closures and 26 of these countries have fully closed schools nationwide (Huang, Liu, Tlili, Yang, & Wang, 2020). In Indonesia, the Government has restricted community mobilization in an attempt to prevent the spread of the disease and keeps promoting an agenda of: work from home, study from home and worship at home. Schools and Higher Education Institutions (HEIs) in Indonesia have been temporarily closed since March 14th, 2020.

The teaching and learning process has been maintained remotely using Information and Communication Technologies (ICT), to deal with schools



and Higher Education Institutions (HEIs) closures in Indonesia. Online learning has been considered the best possible approach to continue the teaching and learning process during the pandemic. Online learning has been part of America's advanced education system which has been the largest online learning sector in recent years (Bartley and Golek, 2004; Evans and Haase, 2001). In addition, online learning is a learning system that comes with no face-to-face between teachers and students. Teachers and students can do teaching and learning process anywhere at the same time but in separate places by an internet networks. So this method of learning can be a solution so that the learning process can continue even under the pandemic conditions.

Online learning is a subset of learning in general; thus, we can expect issues relevant to how adults learn generally to be relevant to how they learn in an online context. In an insightful book on the "new science of learning," Bransford, Brown, and Cocking (1999) provide evidence that effective learning environments are framed within the convergence of four overlapping lenses. They argue that effective learning is learner centered, knowledge centered, assessment centered, and community centered. Discussing each of these lenses helps us to define learning in a general sense. Based on a circular from the ministry of education and culture number 4 of 2020, the objectives of distance learning or online learning include: Encourage parent collaboration, teachers and students to be empowered to learn in dealing with emergency situations due to the corona virus outbreak. Make sure the students get a great

learning experience meaningful, challenging and appropriate with abilities and needs by the students. Online learning which is student centered learning is also expected to make students more independent in the learning process. There is the hope that online learning will be able to provide a world class education to anyone, anywhere, and anytime as long as they have access to the Internet.

However, the implementation of online learning is not always smooth and effective. During the COVID-19 outbreak, schools and universities have rapidly implemented online learning. In fact, based on pre-observation was done by interviewing several English students of sixth semester at UINFAS Bengkulu, on Monday 22 March 2021. It was found that they are experience barriers during the learning process, especially rural students. The students who lived in rural areas have bad network signal. The students also have difficulties and limitations in accessing the internet due to a weak signal, because online learning requires strong internet network. Moreover, the students also found difficulties to understand the explanation of the learning material presented by the lecturer via video conferencing due to the unstable network. Barriers are difficulties or challenges which teachers or students may face in integrating e-learning during the teaching and learning process (Schoepp, 2005).

Rezabek (1999) classified barriers in distance education into three groups: (1) Situational barriers, (2) Institutional barriers, (3) Dispositional



barriers. Situational barriers result from an individual's general situation or environment, and include such issues as transportation, age, time constraints, and family responsibilities; institutional barriers are created by an institution's programs, policies, and procedures, and include problems with admissions, registration, scheduling of courses, financial aid, and support services; dispositional barriers result from an individual's personal background, attitude, motivation, learning preferences, and self-confidence.

Several researches about rural students' barriers also have been conducted. The first research is from Bekhitemba Dube (2020) entitled "Rural Online Learning in the Context of COVID-19 in South Africa: Evoking an Inclusive Education Approach". This research discusses the challenges faced by rural learners in South Africa in the context of the world pandemic. The result of this research revealed greatest barriers faced with online education is that an internet connection is very expensive and, in some cases, very limited. The second research is from Nashruddin, Alam, dan Tanasy (2020) revealed that some students living in remote areas had difficulty accessing the internet, since geographic sites were far from coverage. It is also a barrier to students who study online, so the implementation is less effective.

Based on the description above, in this research, the writer wants to conduct research at UINFAS Bengkulu. Because UINFAS Bengkulu is one of the Institution that implements online learning and its students come from various areas including rural areas. The subject of this research will be

seventh semester English students who lived in a rural area. Based on the situation described above, the writer is interested in conducting a research entitled “Rural Students’ Barriers in Learning English during the COVID-19 Pandemic (A Case Study conducted by Seventh Semester at UINFAS Bengkulu)”.

#### **A. Identification of the Problem**

Based on the background of the research the writer identified the following problems, they are:

1. The students got difficulties in online learning due to lack of signal.
2. The students have no motivation during an online learning.
3. The students difficult to understand the learning material.
4. The students do not get learning supports from their parents.

#### **B. Limitation of the Research**

Based on the explanation in the background of the research, the writer limits the problem in this research such as:

1. This research focuses on the barriers faced by rural students in learning English during the COVID-19. The subjects of this research are the seventh semester of English Education Department UINFAS Bengkulu.
2. The research limits on the problems of barriers and how they deal with those problems.



### **C. The Research Questions**

The research questions are indicated as:

1. What are rural students' barriers in learning English during the COVID-19 pandemic at the seventh semester of English Education Department UINFAS Bengkulu?
2. How do they solve their problems in learning English during the COVID-19 pandemic?

### **D. The Objectives of the Research**

The objectives of this research are:

1. To describe the rural students barriers in learning English during the COVID-19 pandemic.
2. To describe the way they solve the problems in learning English during the COVID-19 pandemic.

### **E. Significances of the Research**

1. For students themselves, this research is written to qualify for a bachelor's degree and be able to study in doing this research later. The results of this research are expected to add new insights and be useful for readers.
2. For teachers, can be used as a reference for developing materials, methods or technique in the teaching and learning process by knowing the condition faced by students because we know that differences environmental in rural areas and a capital city certainly affect the learning process.

3. For institutions, this research is expected to be a reference for universities to pay more attention when implementing online learning.

## **F. The Definition of Key Terms**

To clarify the key terms used in this research, some definitions are put forward.

### **1. COVID-19 Pandemic**

COVID-19 is the first known pandemic in Wuhan, China, and is officially declared as the pandemic of March 12, 2020, by the World Health Organization. The pandemic was a continuing pandemic, as until March 16, there were more than 169,000 reported cases and more than 140 countries were affected as well. The outbreak has also occurred in South Korea, China, Iran, and Europe.

### **2. English Online Learning**

In online learning, it is possible for learners to take courses without going to the educational institutions. Online learning is claimed to have both benefits and usefulness, some of the most important, being used as professional development, to be effective in educating students, to be effective in reducing postsecondary education costs, and providing a broadband possible education (Bartley & Golek, 2004).

### **3. Students Barriers**

Barriers also called an obstacle are objects, actions, or situations that create a hindrance. Hence, there are some types of barriers both in

economics, in physical, in a biopsy, in culture, politics, in technology, or even military. Barriers are also defined as anything that makes it difficult for a person to do something. Besides that, Richard Carlson revealed that barriers are the best place to practice. From the statement before, the writer can conclude that barriers as a problem are any situation that makes it difficult for someone to do something.

#### 4. Rural Students

Rural is often defined from an outside, urban perspective, much like the prevailing culture traditionally spoken for minority groups. The term US Government for rural areas is not metropolitan. Rural school is a school that is located in a place inside or outside fewer the metropolitan area and has a population of 1 than 2,500 people.



## **CHAPTER II**

### **LITERATURE REVIEW**

This study designed to describe rural students' barriers in learning English during the COVID-19 pandemic. It was conducted to know what barriers faced by the students and how they overcome those barriers. Therefore, this chapter presents some related theory and concepts of perception.

#### **A. Theoretical Framework**

##### **1. COVID-19 Pandemic**

The Corona Virus Disease was discovered at the end of 2019 or commonly known as COVID-19 was a rapidly spreading viral infection. The virus was first detected in Wuhan, China which quickly spread to other countries. On March 11, 2020, COVID-19 was declared as a pandemic by World Health Organization. At present, 219 countries have been exposed to the coronavirus and 113,820,168 cases have been reported. As for the recent cases of death caused by COVID-19, 2,527,891 and almost 90,728,126 patients have been confirmed cured (WHO, 2021). Indonesia is one of the many countries that are affected by the COVID-19, the virus that reached Indonesia in the year 2020. As of March 1, 2021, the Indonesian government has been reported 1,341,314 people had been infected by COVID-19. There are 36,325 confirmed cases of deaths and 1,151,915, patients have been confirmed cured. The impact of this pandemic was felt by everyone and is affecting human activities. The

world of education was also affected by the virus. Schools have been closed to avoid the spread of this virus from kindergarten through college (WHO, 2021).

Many schools around the world have closed schools including Indonesia, in hopes of reducing or stopping the spread of COVID-19. UNESCO's response as the highest educational institution naturally support the closing of schools and begin applying online learning so that students could access any learning without having to face to face. In the application of online learning teachers or educators play an important role because they are organizers in the teaching and learning process (Basilaia & Kvavadze, 2020). Furthermore, it has been about a year since face-to-face learning began from the basic, intermediate, and highest levels. Long-distance learning also leads people to realize that many benefits from the internet have not been fully applied in many areas including education. Long-distance learning efficiency can be achieved at any time with more flexible time. Also, as it is not yet certain when the end of a pandemic will be, online learning is an absolute need for all Indonesians to meet.

From the explanation above, the writer can conclude that COVID-19 is a disease similar to flu that attack human respiratory, this virus was first discovered in Wuhan, China. Then coronavirus spread rapidly to other countries and made a pandemic. The spread of this virus is very fast,

that is, only by making contact with an infected person or talking directly can spread this virus. The indicators of the COVID-19 are:

- a. First discovered at the end of 2019 in Wuhan, China
- b. Reached pandemic status on March 11, 2020.
- c. This disease attacks the respiratory tract and the human immune system.
- d. The most common symptoms are shortness of breath, cough, and fever.
- e. The virus can spread from person to person through close contact. Being and talking to an infected person can increase your exposure to the COVID-19.

## **2. English Online Learning**

- a. The Description of Online Learning

Online learning implies a learning process that uses electronics as a learning medium. According to Onno W Purba (2002), online learning is a form of information technology that is applied in the field of education in the form of virtual schools. In online learning technology all teaching and learning processes that are normally done in the classroom are done live but virtual means at the same time a teacher teaches in front of a computer that is in one place, while students follow the lesson from other computers in different places. Course material can be obtained free of charge in the form of files that

that can be downloaded, while interactive teachers and students in the form of assignments or discussions can be done intensively in the form of discussion forums and emails.

From the description above shows that the basic concept of online learning is to provide new classes equivalent to conventional classes in existing schools so far. Therefore, the construction of a virtual institution must provide results that are more or less the same as the aspiration to establish a conventional educational institution. In other words, online learning is a form of conventional learning as outlined in digital format through internet technology.

Online learning demands changes in management of learning. If in ordinary learning, management is done more so that the teacher can present the material or learning material directly, and how students can absorb learning material comfortably, then in online learning the management of learning is directed at how students can learn information in accordance with the topic. Thus management is directed at the learning process. Today technological advances, especially in the field of the Internet, have radically changed traditional learning with face-to-face learning (direct instruction) into individualized learning (individual learning) through online learning.



## b. The Principles of Online Learning

Developing the online knowledge gained about the design and continuity of learning layout was needed during the COVID-19 pandemic swept across the world. The pandemic has disturbs all the factor of life, especially the world of education. Hence, a planned design is wanted to improve the quality of learning via the internet or online a large scale if there is a pandemic in the future. Online learning is defined as partial or complete learning over the internet (Bakia et al., 2012; Means et al., 2009). Alabbasi (2017) revealed that student leBarning outcomes in a student course are influenced by online course design. He also argues that online learning is defined as a course in which at least 80% of the content or course discussion is delivered online. Face-to-face learning is included in courses where 0 to 29% of content is delivered online this category includes traditional and web-facilitated courses. The remaining alternative has 30-80% of course content delivered online.

Online learning is becoming popular because of its advantages that are considered to have the potential to provide easier access to content and guidance: 1) to improve the learning experience for those who cannot attend traditional schools or cannot attend, 2) it is easier to collect and distribute instructional materials, and 3) increase the student instructor ratio while achieving appropriate learning outcomes

for those who take traditional classes (Bakia et al., 2012). Online learning is characterized by a structured learning environment that enhances and expands opportunities. Online learning also provides teacher-led instructions and can also use synchronous (communication where students and teachers interact via video conferencing in the same time and space) or it can also be asynchronous (communication in separate times such as email or discussions via online forums) and can be accessed from various places (at school / outside of school).

c. The Characteristics of Online Learning

There are several characteristics of online learning, as follows:

- 1) In the online learning system students can learn anytime and anywhere according to the opportunities students have and do not need a special place and time.
- 2) In the learning process students can access material from various digital sources and are not just stuck in textbooks.
- 3) Students and teachers can access learning materials from the same source (library, special interest groups, databases) communicate via computer with subject matter experts or with other students and exchange information / data.
- 4) Teachers and students can access electronic media to increase their learning knowledge. Students can actively participate because

online learning provides an interactive learning environment. Students can link electronic information by making it a "living" document with a hypertext button.

- 5) Students can communicate quickly through text, images, voice, data and video. Because computers have the ability to send various kinds of information either through print media, videos, sound recordings, and music, making computers an unlimited library for students.
- 6) Online learning allows students and teachers to be geographically separated in the learning process, They can study with other students in the classroom throughout the world.

d. Online Learning and Conventional Learning

The digital transformation has spread to almost all spaces and fields in the 20<sup>th</sup> century, including education. Online learning media creates community spaces among the students that are not only educational but also entertainment and knowing as E-learning. This is because they explore the student's digital literacy. Students and teachers have the opportunity to optimize the learning process through the benefits of social media and various platforms. Previous studies have suggested that online learning is focused on the students' understanding of collaborative work such as how to build meaning, how to negotiate together and how to understand each other (support)

in a learning process that is conducted at a distance. Online learning also offers networking ease and knowledge sharing opportunities but it has negative effect in terms of potentially wasting time (Salmon et al., 2015).

In addition, online learning activity of college today build in accordance with virtual reality and also consider resources from around the world so that a student can learn most of the things from expertise and apply those skills to the present world like traditional learning. Kerimbayev and Akramova (2013) revealed that online learning can increase teaching and learning activity between students and teachers. Thus the activation of understanding of teaching methods will be the highest level compared with others.

Moreover, online learning activities have many advantages and disadvantages. From Truskolaska we can define many benefits of online learning, such as online learning saves more money, unnecessary travel, and unnecessary learning material costs. A student can learn without having a regular and appropriate time. A very different advantages is the use of the learning and material process at any time if students have doubts. Such a thing cannot be accomplished in conventional learning it does not need to repeat itself from a particular learning system and beyond. (Kerimbayev and Akramova, 2013).

In the conventional learning, a university student can gain motivation, interactivity, accessibility, organization and so on. Interactivity leads direct communication between teachers and students from higher education as a result students can develop their group's work activities and instantly eliminate specific subjects in a timely fashion, displaying something other than online learning (Kerimbayev and Akramova, 2013). In a conventional classroom, students could easily share their point of view and clarify their statements with educators. In this way the questions they had could be answered immediately. For college and other students to pass the exam most books and class activities are useful compared to only online records or suggest. Classroom learning enables learning and educators to know by way of superior money. It also enables educators to get to know undergraduate students and better assess their quality and deficiencies, to become coaches and guide students with appropriate result.

e. Online Learning during the Covid-19 Pandemic

Changes in the educational paradigm from teacher-centered learning to student-centered or from teacher-centered to student-centered which can occur in the implementation of online learning. This is the fundamental thing that differentiates online learning from ordinary learning which is required to come face to face with the



teacher. Online learning has succeeded in changing the paradigm of education which is usually teacher-centered because students have unconsciously been trained to learn a material on their own. For this reason, with this online learning, it is hoped that students can play an active and more creative role in causing interaction with teachers which is one of the conditions for learning. Online learning not only directs students to learn independently, but also raises the initiative of students to realize interactions with teachers.

However, the teacher must continue to take its role as facilitator as much as possible. Online learning still allows students who do not have the initiative to interact with the teacher. Thus the role of the teacher is needed to take the right steps to interact with students so that students do not feel left out. Interaction in online learning is a fundamental need in the learning process, teachers should not only provide material and assignments but must always interact with students. The communication that occurs in the online learning system is indirect, meaning that the learning process is carried out by means of print and multimedia media with the use of specially designed information and communication technology. Even if there is direct contact, it is not a learning process, but a tutorial activity to ensure that the learning material delivered to students through the media actually achieves the learning objectives as formulated.

Learning materials are made in a certain number according to the needs given to users to be widely accessed.

Assessment of the effectiveness of online learning cannot be carried out as a whole in a country, but it would be better if it was done at the regional level and more specifically in educational units. This is more due to differences in human resources in one education unit (region) with another (regional) education unit. Thus the effectiveness of online learning on students' understanding of learning is very dependent on the individual who is the student. Online learning can be said to be effective if most students succeed with this learning model. All returned to the implementer of online learning, both teachers and students. Media is one of the determining factors for the success of online learning on students' understanding the learning material.

However, in its implementation there are several important factors that must always be considered so that the online learning system can run well, namely attention, educators' confidence, experience, easy use of media, creative use of media, and always establishing interactions with students. Another factor that must also be considered in the application of online learning is the effectiveness of online learning and students' understanding of learning. It is not only the teaching factor and the learning system that are influential,

but both must always encourage the level of curiosity and independence of students, because this will determine whether online learning is effective or not. If the teacher has given the best for the learning process and students still do not have a sense of curiosity and independence, then all of that will be in vain and it can be said that online learning is not effective for learning.

f. Types of Online Learning

There are three possibilities in the development of internet-based learning systems (Haughey, 1998) namely as follows:

- 1) Web Course, is the use of the internet only for educational purposes where the teacher and students are actually in separate places and face to face is not required. All learning activities such as assignments, discussions, consultations, exercises, exams as a whole are delivered online via the internet. In other words, this learning uses a distance system.
- 2) Web Centric Course, is a course that combines face-to-face learning with online learning. Some materials are delivered via the internet and some face to face. In this learning model the teacher provides instructions to students to access learning material via the web that has been made. Its function is to complement each other. Students are also given instructions for finding material from other relevant web site sources. In face-to-face sessions students and

teachers discuss more about the material that has been studied via the internet.

- 3) Web Enhanced Course, is the use of the internet which supports the improvement of the quality of learning in the classroom. The function of the internet is as enrichment and as a communication between students and teachers, group members, fellow students, or students with other sources. Therefore, the teacher's role is to master the techniques for finding information on the internet, guide students to find relevant learning materials, present interesting guides and webs, provide guidance and communication via the internet and other skills needed.

g. The Advantages of Online Learning

There are several advantages of Online Learning:

- 1) The learning process can be accessed by students anytime and anywhere without being limited by time and place.
- 2) Students must be active in online learning so that online learning can be student-centered.
- 3) Save education costs (equipment, infrastructure, books, and official travel).
- 4) Can train students to be more independent in the learning process.
- 5) Professional online help.

#### h. The Disadvantages of Online Learning

There are several disadvantages of online learning:

- 1) Inadequate dissemination of information, the internet makes it possible to provide material that is not suitable for students to enjoy because it is not suitable for their level of development, for example alcohol advertisements or smoking topics that may be too difficult for students to understand and too mature to see. Therefore, strict control and supervision is needed. No organization or institution will control activity on multiple computer networks. Control lies within each individual. In this case, the role of the teacher is needed the teacher must provide instructions on which sites are really useful for students and which they can visit.
- 2) Copyright, because the information is so accessible, it is also easy for someone to download files quickly. Therefore, students can create projects or papers that violate someone's copyright even though the work is not their own.
- 3) Very fast website growth, it is estimated that every day there are several thousand new web sites added to the internet. This growth has made finding information difficult. To help find information, several commercial companies and universities provide search



engines that follow the web and provide search results that match what they are looking for.

- 4) Support, there must be good technical support available. Without good support and management, computer networks can quickly shut down. Problems with networks can knock out laboratories or even shut down companies and schools. Engineering supervisors are needed to build and maintain network.
- 5) Lack of quality control, internet users must be critical readers and thinkers in order to know how to understand information. Everything on the internet is not something that must be imitated. Anyone can post any information on the web, including information that is unimportant and questionable.

From all of the explanation above, the writer can conclude that online learning is a distance teaching which use the internet and electronic media to delivering the learning material. Online learning can be done anywhere without having to meet face to face between teachers and students. Learning resources of online learning can come from the teacher itself, from the internet website, YouTube video, and others. The indicators of online learning are:

- 1) Online learning using electronic technology services.
- 2) Online learning needs an internet access.

- 3) Using applications that support for learning material/video conferencing, for example Zoom, Google meet etc.
- 4) Easy access to the learning material from anywhere.
- 5) Do not require face to face between teachers and students.

### **3. Students Barriers in Learning English**

#### **a. Definition of Barriers**

Barriers to learning are a circumstance or problem that prevents learners from accessing programs and students to concentrate or engage in learning. The barriers of students may encounter in learning are very complex and certainly varied. These barriers can also differ from one student to another. The potential barriers may come from the students' physical, emotional, attitude, financial problems, or family issues. Environment and social conditions can also contribute to learning barriers. Some such barriers as mental, emotional may be associated with the character of learners. Such as motivation in online learning and their overall the online learning process and so on. This might be the case (Wang Qifu, 2013, p.51).

Based on the explanation above, the writer concluded that barrier as a problem or anything situation which makes it difficult for someone to do something. Barriers in learning is relate to the teaching methods and the conditions of students. It can be physically, mentally, environment, and so forth.

#### b. Classification of Learning Barriers

With the barriers faced by students in online learning which stress the classification of learning barriers, many foreigners have examined this matter. Study shows that there are numerous barriers affecting learning during online learning that is associated with orientation and students' attitudes, such as motivation in learning, time setting up learning, strategies in learning, and cultural concepts. Other barriers arising are associated with the characteristic web-based institution of education, the frequency of interaction, and staff training. Difference studies lead to different classification from different perspectives and these are some representative classification.

According to research by Efriana (2021) the problems was faced by the students are, the first problem, some students do not have devices such as gadgets or computers as online learning media, if any, they belong to their parents in the form of inactivity in following learning, limited supporting facilities, and internet network access. The second problem, some students are less enthusiastic to participate in online learning even though they are supported by adequate facilities, such as computers, androids, and the availability of an internet network. The third problem is that a number of students live in areas that do not have internet access. In addition, according to the opinion of Gerland (1993) the barriers that affect students' diligence in

the learning process are divided into four other: (1) situational, (2) institutional, (3) disposition, and (4) epistemologist. The epistemologist barriers are barriers to the subject which is hard to learn. Some courses require the use of intensive, abstraction technologies and students who lack the entries needed in knowledge, a subject that is of little interest or that deal with students' live.

As the subject of the research, Agustina et al (2020) taking the students of Pekalongan University. They found sixth challenges such as, (1) Lectures' poor performance especially in terms of their teaching method and schedule. (2) Students poor independent study skills, the majority of the respondents mentioned that they had problems with time management for their independent study. They often forgot the online class schedules and the deadline of the assignments. (3) Technical issues with the use of technology, among the issues were the bad signal, unstable internet network, limited data package as well as unsupported gadgets. (4) Heavy tasks, the students noticed that they received more assignments from online classes. They felt that the tasks became heavier especially when the tasks from different lecturers came at the same time. (5) Students low motivations, which was sometimes not sufficiently high to participate in their online classes. (6) Unsupportive environment, Students reported that the crowd, the

noise, and the parents' requests to help the household disturbed the online learning.

c. Factors Influence Learning Barriers

From the research described above an important factor that can affect can generate in learning for online learners divided into four:

- 1) Demographic Variables of the students, may be age, ethnicity, gender, support of the family, early education levels. Other variables could be reduced amounts of online courses, completed online courses, and possible future online courses.
- 2) The psychological features of the learners, in this cases can include the influence of previous education, the preeminent emphasizes on learning. Other psychological features are adaptability and self-control, whether students receive prejudiced treatment in traditional classes, the effectiveness of learning in a long-distance environment, and the enjoyment of learning under long distance environmental.
- 3) Learning Skill of the Learners, student learning skills include competence in using technologies such as computers to learn, abilities in counteracting other responsibilities with learning requirements. Other responsibilities here mean to assist with household chores, resulting in the attainment of learning based on



the use of resources, ability to understand feedback, and relate to judgment.

- 4) External Factor, which may include the support factor of teachers, the presence of system support in learning, learning factors, well-designed courses, well presented according to the students level of need, access to learning and facilities resources, such as internet networks, computer machines, and the World Wide Web (Wang Qifu, 2013, p.56).

From the explanation above, the writer conclude that barriers are anything which prevents someone from achieving the desired goal. While barriers in the teaching and learning process are things that prevent students and teachers to achieving the expected learning objectives. The indicators of learning barriers are:

- 1) Students have difficulty understanding the learning material.
- 2) The low motivation of students in the learning process.
- 3) Students find it difficult to find an effective way of learning.
- 4) The value obtained by students is not satisfactory.
- 5) Lack of support from family during the learning process.

#### **4. Rural Students**

In mid-March 2020, the Indonesian government introduced a distance learning policy. Teachers, students, and parents, therefore face many challenges. A portrait of the first three months of home learning - captures differences in learning practices among Indonesian students. Unequal access to facilities and infrastructure, distance learning skills, the type of location of the school, and in the surroundings of the students' home contribute to these differences between regions (Alifia, 2021). According to Statistics Indonesia, more villages in Java received a strong signal in 2018 than in other regions of Indonesia from Sumatra, Sulawesi, Bali, and Kalimantan. Only 25% of Maluku and Papua received a strong signal.

Moreover, in many cases, the students either have no smartphones or no internet access. These teachers visit their students and usually just hand out assignments (without teaching at all). This practice is common among public schools in rural areas, particularly outside of Java. Teachers in these areas are often unable to assess their students' assignments or provide questions and answers. Due to uneven access to the Internet and poor network coverage, many teachers are unable to teach the best they can. About 30% of teachers in Java do not teach every working day up to 50 percent do not teach every day.

Under COVID-19, social distancing restrictions that force people to stay home create many barriers for students, teachers, and parents, especially for the school that is in rural areas. Students who perform above average in class are likely to have a supportive family environment. They live in urban areas, with higher access to facilities throughout distance learning. Their well-educated parents are actively involved in guiding their learning from home as well as communicating with while children who lived in rural areas tend to spend their time playing rather than studying.

From the description above, the writer concluded that rural student is a student who lived in a rural area which far from the city and still having trouble in accessing the internet because of the weak signal. In a writers' opinion rural area means an area which main activity is agriculture and usually the social relations of the community are still very close and mutually helpful. The indicators of rural area mentioned as follows:

- 1) Rural area has small population size.
- 2) Rural area has strong social tolerance.
- 3) Strong religious customs and norms.
- 4) Social control in rural areas is based on informal laws.
- 5) The structure of the population's economy in a rural area is

## **B. Previous Studies**

There is an earlier study by Sawsan Abuhammad (2020) who conducted a study to investigate Barriers to distance learning during the COVID-19 outbreak: A qualitative review from a parent's perspective: This study aimed to review published content on Local Jordanian Facebook Groups to explore parents' perceptions of the distance learning challenges their children faced during the Jordan coronavirus outbreak. A general qualitative method was used to gain a better understanding of the reports of parents about their subjective perceptions. Attitudes and beliefs about barriers to distance learning during the COVID-19 outbreak in general, parents did not limit themselves to their daily routines during the pandemic but took responsibility for helping the school teach students. Many parents have faced many obstacles in their efforts to help their children with distance learning during the pandemic.

Another study by Bekithemba Dube (2020) conducted researched to investigate the challenges faced by rural students in South Africa in the context of the global pandemic commonly known as COVID-19. The study was based on critical emancipatory research, advocating for social justice, empowerment, and social inclusion of all students in teaching and learning, to build a better future for all students. To generate data, the researcher used participatory action research. A total of 10 students and five teachers participated through WhatsApp. The findings of the study recommend that

rural students and educators have access to data that allows them to participate in an online learning process. The biggest challenge with online education is that the internet connection is very expensive and in some cases very limited.

The last previous study is from Bramianto Setiawan & Vina Iasha (2020) who conducted a study on the COVID-19 Pandemic: The Impact of Full Online Learning for Elementary Schools in Rural Areas. The purpose of this study to know the situation of the online learning process in rural areas during the Co-19 pandemic. The research was conducted in the Purwosari subdistrict, Bojonegoro District, East Java, with 53 elementary school teachers participating. Online questionnaires consisting of 5 statements were used to collect the data Research showed that the WhatsApp group was the famous platform for online learning. Besides that, in online learning, the teachers have been facilitated by the school. On the other hand, internet access, innovation in learning, and student facilities for online learning become obstacles to online learning in rural areas.

The similarities of this research with those three previous studies above is this research will carried out during the COVID-19 pandemic which similar with the previous studies. And this research will focuses on rural students which also similar with the second and third previous studies above. The difference from three previous studies with this research are the first studies review the barriers from parents' perspective, the second studies was not focusing in English learning, and the last studies was focused on the

impact of online learning. While in this research the writer will focused on the barriers faced by the students in English learning and from students' perspective which contrast from the previous studies. From those previous researches, the writer believes that this research is different from those studies, dealing with the objective, theme, and subjects. Thus, it is clear that this research has similarities and differences and need to do because to find out and compare the data with the facts that happened to students at IAIN Bengkulu.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents how the writer collecting, analyzing, and presenting the data. Including through the following stages namely research design, subject of the research, research instrument, data collection and data analysis.

#### **A. Research Design**

The method of this research applied qualitative approach and classified as a case study. According to Noor (2011), case study is basically an intensive study of an individual or group that is seen having a particular case. A case study is a single instance of some based system, which can range from one individual to a class, a school, or an entire community. In addition, according to McKay (2006) the data gathered can include interview data, narrative accounts, classroom observation, verbal reports and written document. Moreover, a case study is expected to catch the complexity of a single case, a single leaf, even a single toothpick, has unique complex-study.

The writer used case study because of its characteristic. This research attempts to explore certain information about a phenomenon or case of the subject. This research also focused on very special interest, the writer look for the detail of interaction with its contexts. The case of this research is the rural students' barriers in learning English during the Covid-19 pandemic. The



writer observes and draws from phenomenon as clear as possible without manipulation.

According to Creswell (2012), qualitative research is an inquiry process of undertaking based on distinct methodological traditions of inquiry that explore a social or human problem. This research used qualitative method, it means the data collected is not in the form of number, but the data gained from observation, interview, and questionnaire. The aim of qualitative research is to describe the empirical reality of the phenomenon in depth, detailed, thorough. With regard to the description above, qualitative research is characterized by an emphasis on describing, understanding, and explaining complex phenomena - on studying, for example, the relationships, patterns and configurations among factors; or the context in which activities occur.

## **B. Subject of the Research**

The function of subject in a research is required to get needed information. Ladico, et al., (2006, p.266) stated “Depending on the types of questions asked, the writer will want to select the subjects so that they will be able to provide the key information essential for the study”. Research subjects in this research were selected using purposive sampling technique, namely the selection of research subjects by means of deliberately by researchers based on certain criteria or considerations. This is supported by Moleong (2006, p.165) states that in qualitative research no random sample will be but the sample aims or purposive sampling. In this case the writer focused on parties

or people whose position have knowledge, experience and related information about the barriers in learning English. The writer decided to take the seventh semester students of English Department IAIN Bengkulu as a subject by taking a C class consisting of 29 students.

Based on the pre observation was done by the writer this class is one of the classes where students experienced the most barriers. Then the writer chose 10 students who lived in rural area which is 50,5% from 29 students. Furthermore the ten students mostly came from Bengkulu Selatan because from the questionnaire there are a lot of students who came from there. The 1996 census dictionary defines “rural areas” as “sparsely populated lands lying outside urban areas” (Statistics Canada, 1999a: 226). A rural area is an area that has the main activities of agriculture, including the management of natural resources with the arrangement of the functions of the area as a place for rural settlements, services, governance, social services, and economic activities. The characteristics are activities in rural areas are dominated by agricultural activities of tree crops, intercropping, cattle, goat, poultry and fish pounds; low population density; there are still many wild animals such as birds, rats, snakes, and so on; population is concentrated in clusters called villages; and community social relations are still very close and mutually helpful. Therefore, the 10 students mentioned above who live in rural areas are suitable to be a research subject.

### **C. Data Collection Method**

To find out the answer of the research questions, the writer used some types of instrument. The data was collected by the questionnaire, observation, and interview. The both instruments were conducted through Zoom Meeting. Since the current pandemic condition and face-to-face learning have not been conducted. First, questionnaire is data collection technique that is done by giving a set of questions or statements to respondents to answer (Sugiyono, 2005:162). In this research the writer used close ended questionnaire just to find out an overview or outline of the barriers faced by the students. The list of questions was adapted from Gerlands' theory and costumized by the needs of the writer. Second, the interview is one of the techniques used in data collection; this is done with the researcher conducting the conversation and contact with respondents as interviewees. The writer asked respondents some questions in order to get the data concern with the barriers faced by the students and how their solved those barriers. The list of questions was adapted also from Gerlands' theory.

### **D. Research Instruments**

Instrument is a tool or facility used by writers in collecting data to make their work easier and the results better, more careful, complete, and systematic so that it is easier to process (Arikunto, 2019, p.203). Moreover,

the instruments used in this research are the questionnaire, observation and interview. The writer does the observation to find out the barriers faced by the students in learning English, while questionnaire is conducted to find out the overview of students' barriers and furthermore interview is conducted to find out more deeply the barriers faced by the students and how they overcome with those barriers.

#### 1. Questionnaire

Siniscalco and Auriat (2005, p.3) revealed that questionnaire is a survey instrument used to collect research data from individuals about themselves or about social groups such as homes or schools. Each of the questionnaires is said to be standardized if each respondent is faced with the same question and the same response coding system. It could be concluded the questionnaire was a method of data gathering using a few questions drawn by the writer. The questions for each respondent are the same by the mean to see the clear distinct between respondents. In this research, the writer used the open questionnaire. The questionnaire will use four potential barriers adapted from Gerlands' theory namely situational barriers, institutional barriers, dispositional barriers and epistemological barriers. This scale will give five answers like: 1 (never), 2 (rarely), 3 (sometimes), 4 (often), 5 (always). The questionnaire consists of four potential barriers. They are 20 questions: situational barriers (items

1-5), institutional barriers (items 6-10), dispositional barriers (items 11-15) and epistemological barriers (items 16-20). (*see appendix 1*).

## 2. Interview

Interviews are activities which carried out by two or more persons between the interviewer and interviewee where the interviewer will ask several questions and then it will be answered by the interviewee. Data obtained during interviews are gathered through direct interaction or by telephone between interviewer and interviewee (Ary et.al. 1985, p.342). A semi-structured interview is going to use by the writer because this kind of interview allows new questions to arise by the answer of the respondent during the session, so information can be carried out more deeply. The writer as a guideline of questions to be asked but does not the rule out the author will ask questions that are not in the guideline that are still related to the interview topics. (*see appendix 2*)

## 3. Documentation

In qualitative research, documentation is a source of valuable information. Sugiyono (2008, p.240) revealed that documentation can be described as well as written by writer for information. Documentation is an important instrument to describe authenticity of the data. Documentation in this research is form of taking photographs during the research, filling all documents used in the research, and making transcript

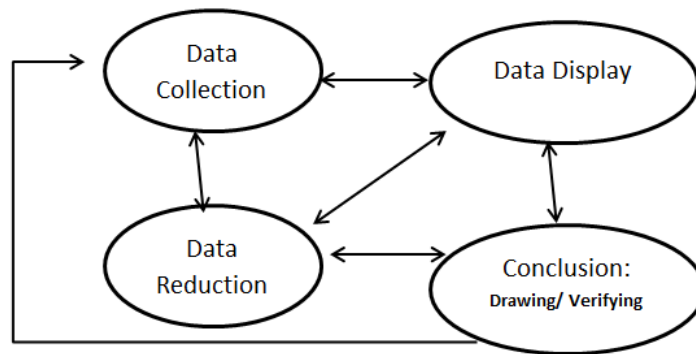
of recording data. The writer collected all documentation data, organized the systematically, and attached them in the research report to support the authenticity of the research.

### **E. The Techniques of Data Analysis**

The writer needs a systematic procedure in analyzing the data in order that the result can be organized systematically. For this research, the most appropriate procedure in analyzed data is interactive model by Miles and Huberman (1994, p.174). The procedure of data analysis in this method can be described as the following figure.

#### ***Components of Data Analysis: Interactive Model***

##### ***Miles and Huberman***



*Figure 1*

From the figure 1 above, the procedure can be describes as the following details:

1. *Data Collection*: Data obtained from questionnaire, observations and documentation are recorded in field notes consisting of two parts, namely

the descriptive and reflective sections. Understanding descriptive note is a natural record, (a record of what is witnessed, heard, seen and experience own by the writer without any interpretation and opinion of writer on the phenomenon that happened). Reflective notes are notes whose impressions, opinions, commentary and interpretation of the writer on what the findings are. In addition, it is the material of data collection plan for the next step.

2. *Data Reduction:* Then after the data has been collected, to determine relevant data and focus the data that leads to problem solving, meaning, discovery, or to answer research questions. Further simplify and systematically flooding and explaining important things about its findings and meaning. In the process of reduction data, only data findings related to the reduction of research problems. As for data unrelated to the problem of littering is not being used. Or in other words data reduction is used for analysis that directs, classifies, sharpens and discards the unimportant and organizes the data. That way it will make it easier for writer to draw a conclusion.
3. *Data Presentation:* The purpose of the presentation of data is to combine information and thus create a picture of existing circumstances. Data presentation may be pictures, word, tables, and charts. In this case so that the writer will not have difficulty in mastering an information both well and thoroughly and in a certain parts of the research. Hence, the writer

must build narratives, graphs, and matrix to make it easier for researcher to master the data and information. In such a way the writer can still control the data and not drown in the conclusion that information can be boring. This is done because poorly organized data can influence the writer to take inferred conclusions and in acting in a careless, and not basic manner. Regarding the display of data should be considered as part of the data analysis.

4. *Conclusion Drawing/Verification*: is made during the course of research, such as data reduction process, after the data has been collected sufficient it will be obtained a tentative conclusion, and after the data is completely complete it can be obtained the final conclusion.

#### **F. Trustworthiness**

In a research, the validity of result research is needed. Therefore, the writer chose triangulation in order to check the validity of the data. Triangulation is multimode approach that conducted by the writer in collecting the data in order to get better understanding of research phenomenon in order to get higher level of the truth. Data triangulation is the process to recheck and compare the information by the writer that gained from distinctive types of data in order to decrease bias in the result. In which the writer had used different sources to get the same data until it does not bias. Its mean to get the validity of the data in this research, the writer not only conduct observation, but also do an interview, after that uses questionnaire by



used those sources data and after compared it the same data gotten to validate this study.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter deals with the results of the research which divided into two selections, they were research findings and discussion where the finding outline the result of the data analysis related to the barriers faced by English students and how they overcome those barriers. It was taken by questionnaire, interview and documentation while discussion presented the result of the research findings.

#### **A. Findings**

##### **1. Description of English Education Study Program**

State University for Islamic Studies of Fatmawati Soekarno Bengkulu is one of Islamic university in a Bengkulu Province. This college is a further development of the IAIN Raden Fatah, which was later converted into a State Institute for Islamic Studies Bengkulu. Currently, State University for Islamic Studies of Fatmawati Soekarno Bengkulu has four faculties with a total of 24 Study Programs for the Strata-1 and five Study Programs for the Strata-2 (Master) Program. The four faculties include: faculty of Islamic Economics and Business, Sharia faculty, Ushuluddin, Adab and Da'wah, and Tarbiyah and Tadris faculty. The faculties with the highest number of students is the Tarbiyah and Tadris faculty with nine study program, one of them is English Education Study Program.

The English Education Study Program stood up in 2010 and gained accreditation five years later with B accreditation. The number of lecturer currently teaching in English Education Study Program was 17 lectures with Strata-2 (Master) and Strata-3 (Doctor). Furthermore, the number of active students currently recorded is 590 students with 17 classes from one until seventh semester. Here is the vision and mission of English Education Study Program.

### **Vision**

Excellent in developing, creating educational resources that are islamic and have a national perspective in 2037.

### **Mission**

- 1) Organizing education in producing educators and education personnel who are professional in the field of English, and are competitive.
- 2) Carry out education, teaching staff, and education who have pedagogical, professional, personal and social competencies based on Islamic and national values.
- 3) Carry out research and innovation in the field of English language education that can be utilized by stakeholders and carry out education that has high dedication and commitment to the community in the dissemination and implementation of English language education
- 4) Carry out national, regional, and international cooperation in the development of English language education, research on the basis of

developing and increasing the professionalism of educators in the field of English.

- 5) To organize English language education and teaching in an integrated, entertaining, effective and efficient manner

The research was conducted on September 2021 through an online questionnaire and Zoom Meeting. The subjects of this research were ten students of English Department IAIN Bengkulu. The data is collected by questionnaire, interview and documentation. Moreover, the writer applied a qualitative approach to present results of the research, which means that the researcher will describe and interpret all the research results collected so that to obtain detailed understanding and full description of the data. The findings of the study were: (1) rural students' barriers in learning English (2) the way the students overcome their barriers.

Because of the use of open-ended questionnaire and interview to collect the data, the data collected need to be categorized into certain emerging themes. In order to figure out the themes in the data, Braun and Clarke's thematic data analysis procedures were used. Thematic data analysis refers to a method for identifying, analyzing, and reporting patterns (themes) within data. The phases of the thematic analysis include self-familiarity with the data, coding the data, themes searching, reviewing themes, themes definition and naming, and

reporting (Braun & Clarke, 2006). From the data that has been collected through interviews with five respondents, the writer found several barriers faced by students in rural areas during an online learning. The writer would not be mentioned the name of the respondent, but will call it using an initial 'R' which means Respondent.

In this research, the writer used a questionnaire with a scale. The statements in the questionnaire amounted to 20 items to be distributed to 10 respondents. The scale used is from the smallest, namely 1 2 3 4 and 5 for the largest scale. So to get the maximum score is the largest scale multiplied by the number of respondents. Meanwhile, to obtain the total score of respondents is to add up the scale of all respondents on each item statement. To calculate the percentage resistance of each item in the questionnaire statement used Microsoft Excel with the following formula:

$$\frac{X}{Y} \times 100\%$$

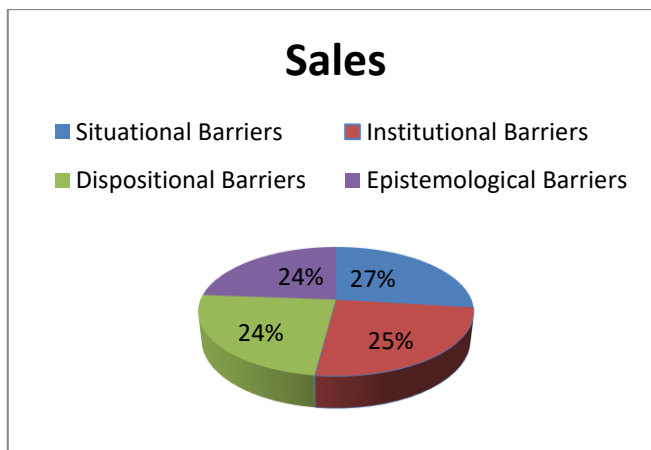
Description:

X = respondent score number

Y = maximum score

The results of the barriers percentage faced by English students can be seen in the appendix list. (*see appendix 3*).

The results of the questionnaire and interviews by respondents showed that they generally have fundamental problems, including those in terms of Internet service as well as those in the service that teachers give them. A fundamental barrier for respondents is a problem with Internet networking. In urban areas there are many providers of Internet service, with adequate Internet network capabilities to support the process of online learning. But for rural areas, there is very little choice of Internet service providers. Of those available, it turns out that they have inadequate quality Internet networks and therefore lack support for online learning. From four potential barriers of situational, institutional, dispositional and epistemological barriers, the biggest barrier is found in the situational convergence as seen in the accompanying circular diagram.



*Figure 2*

*Four potential barriers that faced by the students*

From the diagram above it can be seen that the biggest barriers that students faced is the situational barrier. The situation in the student learning environment is a very important contributing factor. This may be caused by a student's environment that unsupportive both the learning process and the difficulty of the Internet. While the next barriers they complained about the institutional barrier related to the many assignments given by the teacher and related to the cost during an online learning. From all the barriers it will be explained in detail below.

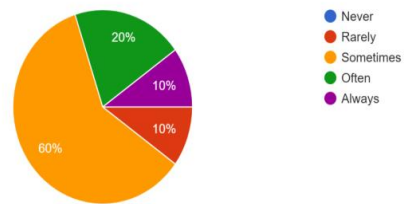
## **2. Barriers Faced by English Students in Rural Area**

### **a. Situational Barriers**

#### ***Unsupportive Learning Environment***

The first barrier related to the situational barrier that was found by the writer is unsupportive learning environment. As the learning took place at students' houses the situations were not as supportive as those in the university. Students reported that the crowd, the noise, and the parents' requests to help the household disturbed the online learning. As shown in this pie chart below:

I don't have much time to study because I have to clean up my house.  
10 jawaban



*Figure 3*

*Students' response related to the learning environment*

The diagram above showed that 60% of respondents experience interference in doing online learning, such as they are required to do homework when online learning is taking place. While the other 20% answered often and only 10% answered rarely. The above chart indicates that 60% of respondent is affected by online learning, just as they are required to do the housework while they were study online. Whereas the other 20% answered *often* and only 10% gave answered *rarely*. Which means most of students' responded were experienced barriers during home study. To strengthen the diagram above the researcher also interviews the question "*Does your environment support during online study?*" The respondents described the challenges in the following statements:

*"Dirumah saya ada **banyak anak-anak yang sering mengganggu** saya ketika sedang mengikuti pembelajaran online dan itu membuat saya tidak nyaman"* (R1)



(In my house there are many children who often disturb me when I am taking online lessons and it makes me uncomfortable) (R1)

*“Ketika sedang belajar online terkadang **orang tua saya meminta saya untuk membantu** mereka jadi terkadang pembelajaran online sedikit terganggu”* (R2)

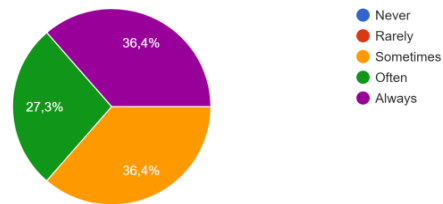
(When I was studying online sometimes my parents asked me to help them so sometimes online learning was a bit disrupted) (R2)

These statements indicate that the students' learning got much disturbance at homes. The problems were faced by those living with big number of family members. Interestingly the disturbance in learning came not only from the younger members of the family but also from the older members of the family particularly as there were parents' requests for the students to do the household chores.

### **Network Problem**

The second barrier that was found by the writer was an internet network problem for students who live far from urban areas. As can be seen in the pie chart sourced from the questionnaire distributed to the students below:

I have problem with a network connection when studying from home.  
10 jawaban



*Figure 4*

*Students' response related to the network connection*

From the diagram above, it can be seen that almost all students have difficulties related to the internet network, where as many as 36.4% choose the answer *always*, which means that students often experience network difficulties. While 27.3% and 36.4% chose *often* and *sometimes*. Signal is an important factor to support student learning process in an online way, especially if the lecture requires students to do face-to-face through Zoom Meetings, Google Meet and other online applications. The interview question to ensure the data the writer asked “*Are you having problems with the network when you were studying online?*” almost all of the respondent answer that they have difficulties in that aspect. The respondents described the challenges in the following statements:

*“iya sangat terkendala, terlebih sering terjadi **pemadaman listrik** yang menyebabkan **hilangnya jaringan**, dan kadang harus pergi jauh untuk mencari sinyal” (R1)*

(Yes, it is very constrained, especially when there are power outages that cause network loss, and sometimes I have to go far to find a signal) (R1)

In the implementation of online learning process, certainly it was need a strong internet network access. In this case there are many barriers that occurred mainly in a rural areas, caused process online learning becomes a problem due to unstable internet access and expensive internet credit (data quota). So the stability of internet access is very important play an important role in the learning process online works fine. In line with was conveyed by first respondent, the second respondent also mentioned the same thing below:

*“Iya terkendala sekali, karena **sinyal yang buruk** saya jadi sering log out dari aplikasi zoom itu sendiri”* (R2)

(It's really a problem, because the signal is bad, I often log out of the zoom application itself) (R2)

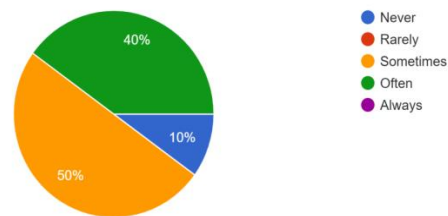
From the data above, it can be conclude that almost all of respondent have a problem with a bad internet network and signal.

### ***Time Management***

A lack of a schedule can lead to poor time management in online learning. When students are enrolled in face-to-face classes, the instructor sets a predetermined schedule. Many online courses are set up with a great deal of flexibility. There may be due dates built into the course, but the student will need to set his own schedule for

completing course work. Flexibility while one of the greatest benefits of online learning can create issues for students who have trouble maintaining a schedule. Students need to find a way to balance the flexibility of online learning with a disciplined schedule to be successful online learners.

I feel difficulty to manage my study time.  
10 jawaban



*Figure 5*

*Student' response related to the time management*

From the diagram above, it can be seen that 40% of the respondent often felt difficult to manage their study time. While 50% of them sometimes also had difficulty in managed their study time. The remaining 10% of them have no difficulty in managing schedule. With regular classroom learning, students have a specific place was need to be at a specific time. But, learning online requires the students to set aside some time on their own to study and go through the lessons. This requires discipline and a real understanding about how to wisely use the time throughout the day. As stated by the respondent in in an interview with these following sentences:

*“saya terkadang mengalami kesulitan mengatur waktu belajar ketika ada perkuliahan yang tidak sesuai dengan jadwal” (R2)*

(Sometimes I have difficulty managing study time when there is a learning process that does not match the schedule) (R2)

This opinion contrary to the opinion of the third respondent in this following sentence:

*“saya tidak begitu terkendala dalam mengatur waktu belajar, karena saya memiliki tujuan saya yang mendorong saya untuk mengatur waktu dengan baik” (R3)*

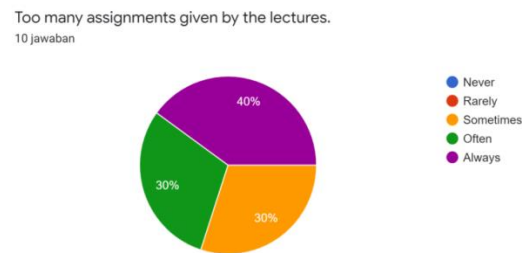
(I'm not that constrained in managing study time, because I have I have my goals that encourage me to manage my time well) (R3)

It can be concluded that online learning has a significant influence on time management of undergraduate students during pandemic. The good internet connection, technical skills and interaction with lecturers are able to increase students' time management. When students can adapt with the online learning situation, have compatible devices, know how to use some applications or online resources to increase their knowledge, also can communicate with their lecturer periodically then they can enjoy and manage their time. Previous research has identified a correlation between students' usefulness, enjoyment, interest, satisfaction, and continuous desire to learn online during their online learning.

## b. Institutional Barriers

### *Heavy Task*

Another type of challenges of having online learning activities reported by the students was the burden from the assignments or task given by the lecturers. The students noticed that they received more assignments from online classes. They felt that the tasks became heavier especially when the tasks from different lecturers came at the same time. The students' perceptions can be seen in the pie chart below:



*Figure 6*

### *Students' response related to the students assignment*

From the diagram above, it can be seen that 40% students choose the answer *always* which means students agree that too much assignments given by the lecturer, sometimes even at the same time. The other 30% chose the answer *often* and the other 30% chose the answer *sometimes* which means this tend to lead that they have same

opinion. To clarify the diagram above, the writer conducted interviews with respondents and these following answer results:

*“Kita harus memahami materi **hanya dengan membacanya** dan biasanya dalam setiap pertemuan **dosen memberikan tugas dan deadline untuk tugas tersebut hampir sama**” (R3)*

(We have to understand the materials just by reading them and usually in every meeting, the lecturers give assignments and the deadlines for those assignments are almost the same) (R3)

*“Tantangan yang pernah saya ikuti adalah **membuat artikel dengan deadline yang singkat**. Ini membuat saya lelah karena saya harus membuat artikel dalam waktu yang singkat” (R4)*

(The challenge that I’ve ever join is making an article with a short deadline. This makes me tired because I should make the article with the limited time) (R4)

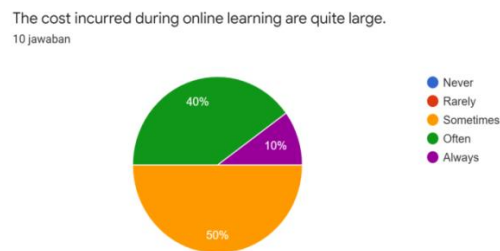
*“Hal tersulit dari mengikuti kelas online adalah jika kami **mendapat tugas video** dan kami diperintahkan untuk mengunggahnya di YouTube dan itu adalah **ukuran file yang besar dan menghabiskan data internet yang sangat besar dan menjadi lebih buruk jika proses pengunggahan gagal**” (R5)*

(The hardest thing of joining online class is if we got a video task and we were ordered to upload it in YouTube and that was a big size of file and spent really big internet data and become worse if the upload process failed) (R5)

Based on the data above, the types and the number of tasks contributed to the problems within online classes. The students perceived the extra burden due to the big number of assignments which came at the same time and for some of them writing essay and making video then uploading it in YouTube were quite challenging especially with the short deadline.

### *Cost Barriers*

Another barrier found by the writer was the costs incurred during online learning are quite large. Although it doesn't have a big effect on students, most of them answered that they spend more costs when learning online. As with a large proportion of community college students, financial need is often an important factor in their decision to enroll in college. As shown in this pie chart below:



*Figure 7*

#### *Students' response related to the cost during online learning*

From the data above, it can be seen there are 50% respondents who answer sometimes. It means that some respondents have no problems in this regard, but some complain about the increasing cost of internet packages that must be issued every month, while the income of a settled family even tends to decrease during the pandemic. To convince the data from the questionnaire the writer interview the respondent with this question “Are the costs incurred during online learning large enough?” and they revealed that the cost during online



learning was quite large and some of them said it was not too large as mentioned below:

*“iya, orang tua saya petani yang juga terdampak oleh pandemi, jadi menurut saya biaya yang dikeluarkan selama pembelajaran online cukup besar”(R3)*

(Yes, my parents are farmers who are also affected by the pandemic, so I think the costs incurred during online learning are quite large) (R3)

In contrast to what was conveyed by the third respondent, the fourth respondent considered that the costs incurred during online learning were not quite large. In the third respondent opinion the costs were greater if the learning was done face-to-face.

*“biaya yang dikeluarkan tidak sebesar ketika pembelajaran tatap muka, karena sinyal operator yang lebih murah tersedia di desa saya” (R5)*

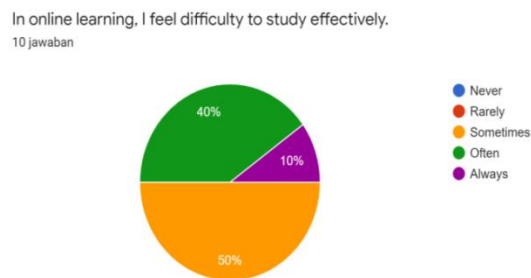
(the costs incurred are not as large as when learning face-to-face, because cheaper operator signals are available in my area) (R5)

Respondents also complained about the lack of attention from the university where they studied with the uneven distribution of internet package funds to each student. But the university provides tuition relief assistance for those who want to take care of it. So it can be concluded that students are not so constrained in terms of costs and only a few are experiencing barriers related to costs.

### c. Dispositional Barriers

#### *Students Difficulty in learning English*

The next barriers found by the writer is that students find it difficult to learning English effectively during the pandemic. One of the factors caused by the explanation given by the lecturer is difficult to understand by the students because it is only delivered through online learning media. In addition, students have to understand the material independently if they still confused related to the material. The respondents' opinion can be seen in the pie chart below:



*Figure 8*

#### *Students' response related to the difficulty in learning English effectively*

From the diagram above, as much as 50% respondent choose the answer *sometimes*, which means some of them felt difficult to study effectively and some of them may be not. Meanwhile, the other 40% choose the answer *often* which means they often got the difficulties to learning effectively. And the other 10% chose *always*,

this shows that almost all respondents have difficulty learning compared to face-to-face learning. The other factors are also caused by the difficulty of students managing study time and doing homework, the number of tasks assigned to students, as well as boredom arising from face-to-face learning. As mentioned by the respondent below

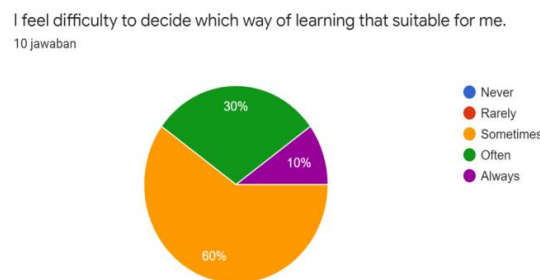
*“Saya sedikit kesulitan belajar bahasa inggris dengan efektif karena saya **kurang leluasa dalam bertanya** ataupun **menyerap pembelajaran** yang disampaikan oleh dosen” (R4)*  
 (I have a little difficulty learning effectively because I am not free to ask questions or absorb the learning delivered by the lecturer) (R4)

*“Iya menurut saya kurang efektif karena jika belajar secara online saya **sering merasa bosan** dan terkadang **dosen hanya memberikan tugas** tanpa menyampaikan materi pembelajaran” (R5)*  
 (Yes, I think it's less effective because if I study online I often feel bored and sometimes lecturers only give assignments without delivering learning materials) (R5)

The effectiveness of learning can be seen from student activities during the learning process, student responses to learning and mastery of students' concepts. To reach a concept effective and efficient learning requires a reciprocal relationship between students and lecturers to achieve a common goal.

### *Learning Style Problem*

Biberman and Buchanan (1986) examine learning styles within the area of business and find that the styles of majors in accounting and economics/finance vary from majors in marketing and management. Some of the respondent did not have difficulties related to the online learning style problem. As shown in the pie chart below:



*Figure 9*

#### *Students' response related to the learning style*

From the data above, it can be seen that only 30% of the students who got difficulties to choose their learning style. While the other 50% choose sometimes, which means they sometimes have a hard time adjusting the appropriate learning ways and some of those respondent had no difficulty about their learning style. It is critical that online education considers the learning styles of students. In order to teach more effectively in online courses, lectures need to know more

about differences in learning and how to address the variety of learning styles found in their students. This is some opinion related to the students learning style.

*“dari awal saya dan teman-teman semua kalau belajar selalu tatap muka dengan guru, jadi ketika ada pandemic seperti ini saya **sulit menyesuaikan diri** dengan pembelajaran seperti sekarang” (R1)*

(From the beginning, when me and my friend learning, always face to face with the teacher, so when there is a pandemic like this, I have a hard time adjusting to learning as it is now) (R1)

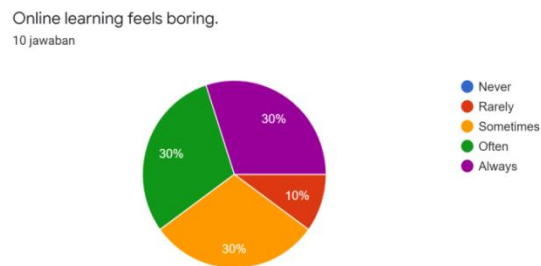
It can be conclude that the students got difficulties related to their learning style due to learning changes from offline to online learning.

#### **d. Epistemological Barriers**

##### ***Students Low Motivation***

The next barriers related to the epistemological that writer have found is the lack of motivation for students to following on online learning. Motivation is defined as ‘a theoretical construct to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior’ (Brophy, 2010:3). It is associated with individual cognitive and affective processes on situated and interactive interaction between learners and their learning environment in accordance to the contextual and social factors as enablers or

barriers. As online learning requires students' participation on their own responsibility for their own learning, they are unable to just join along the class with other students. The requirement forces them to participate in the online class with their own awareness, to gain new knowledge and information while interacting with teacher and other students. As depicted in the diagram below:



*Figure 10*

*Students' response related to the students motivation*

From the diagram above, it can be seen that there is a 30% respondent who chose the answer *always* which means that online learning is boring for the students and caused the students to lose their motivation. While 30% chose *often* and 30% answer *sometimes* which tend to lead to answers that they also lose motivation through the online learning. It can be caused by several things based on the recognition of respondent from the interview in the following statements:

*“iya belajar secara daring membuat saya **kehilangan motivasi belajar** saya, terlebih lagi jika **dosen kurang jelas dalam menyampaikan materi**, saya jadi **kurang tertarik** untuk belajar” (R3)*

(Yes, studying online makes me lose my motivation to study, especially if the lecturer is not clear in delivering the material, I become less interested in learning) (R3)

*“iya saya kurang semangat belajar karena terkadang ada **materi yang sulit saya pahami** yang membuat saya harus mempelajarinya sendiri dan justru malah **membuat saya kebingungan**” (R4)*

(Yes, I am not enthusiastic about learning because sometimes there are materials that are difficult for me to understand which makes me have to study by myself and it actually makes me confused) (R4)

The transition toward online learning has been a difficult one for students all across the world, and this struggle has manifested itself in many different ways. The lack of motivation that many students experience holds them back from achieving and experiencing new things. Many have the potential to do better and succeed but don't have the motivation to do it. Therefore it can be concluded that almost all of students loss their motivation to learning during the COVID-19 pandemic.

### **3. How the Students Overcome the Barriers**

In online learning that was carried out during the Covid-19 pandemic, there were many barriers faced by lecturers and students. The barriers faced were of course various kinds such as an unsupportive

environment, the difficulty of students obtaining a stable network during online learning, low student motivation, too many assignments, difficulties students to learn effectively, and so on. Students then inevitably have to find solutions to overcome the barriers they face. Related to the support give by the parents, almost all of the students got support by their parents. They didn't found significant barriers related to their parents. The biggest barrier faced by English students is they learning environment not really supportive. But they have to find the way to solve that problem. As stated by one of the interviewees that the writer interviewed regarding how they overcome barriers related to their learning environment as follows:

*“Jika pembelajaran mengharuskan tatap muka melalui zoom dan rumah saya kebetulan dekat dengan bengkel, saya biasanya akan **belajar di kamar saya** atau jika masih berisik saya **pergi ke rumah teman saya** yang tidak jauh dari rumah saya **agar tidak terdengar suara bising** dan dapat mendengarkan materi yang disampaikan oleh dosen” (R3)*

(If learning requires face-to-face contact via zoom and my house happens to be close to a workshop, I usually study in my room or if it's still noisy I go to my friend's house which is not far from my house so I don't hear the noise and can listen to the material being delivered by the lecturer) (R3)

The way students overcome their barriers is almost similar. But if the environment in which they live is less effective, they will try to find a more conducive area in order to follow the learning materials well. Internet network problems are the most frequently complained about by



students. If the Internet network is not good, then learning that requires students to use certain learning apps will be severely impaired. Other problems with Internet networks appear in students living in remote areas far from the Internet. It wasn't uncommon for them to travel to other far-off places to get Internet signals. As the following statements below:

*“Karena saya tinggal di daerah yang memang terkadang sulit menjangkau jaringan internet, jadi jika ada pembelajaran melalui zoom saya **sering berpindah-pindah tempat untuk mencari sinyal**” (R1)*

(Because I live in an area where it is sometimes difficult to reach the internet network, so if there is learning through zoom, I often move from place to place to look for a signal) (R1)

The next relatively crucial barrier is that students get bored and lose motivation during online learning. From learning usually done in face to face learning, students will have greater motivation in learning. Because by coming to the college they could have discussions directly about what they were learning, until they met their friends. However, when it is replaced with online learning, many less educators are able to innovate in creating the learning media. Although discussions can be carried on through groups or virtual meetings, there are still a lot of lazy students to pay attention. The way students overcome barriers if they lose motivation for one is to create a motivational board such as that presented by one of respondent in the following sentence:

“iya saya merasa kehilangan motivasi selama belajar online kadang juga bosan, biasanya saya **membuat papan motivasi** yang isinya seperti target nilai ujian yang ingin saya capai dan tujuan-tujuan saya lainnya”

"Yes, I feel demotivated while studying online and sometimes I get bored, usually I make a motivational board that contains the target test scores I want to achieve and my other goals"

In their studies, Ryan and Deci (2000a, 2000b) argued that motivated learners are able to do challenging learning activities which engage them actively in finding out appropriate strategies to facilitate their learning, enjoying them and indicating better, persistence, and creative learning. Almost all students also admitted that they lost the motivation to learn because of a considerable amount of assignments. If the task given is too much they have to extra manage time when to do homework and when to do the task given by the lecturer. As respondent stated in the statement below:

*“biasanya jika tugas yang diberikan terlalu banyak saya harus pandai **mengatur waktu**, dan jika ada tugas kadang saya **mengerjakan setelah tugas itu diberikan**, karena akan menumpuk kalau tidak dikerjakan langsung” (R2)*

"Usually if the task given is too much I have to be good at managing time, and if there is a task sometimes I do it after the task is given, because it will pile up if not done right away) (R2)

The next barrier faced by students is related to the problem of costs. Indeed, not all respondents experienced this, but some of them admitted to having difficulties in meeting tuition fees, this was due to

several things such as related to their parents' jobs and their parents' income during the pandemic of course decreased. From the opinion of one of the respondent they have their own way to overcome this barrier. As stated by the third respondent in a statement below:

*“Untuk hambatan terkait biaya, biasanya ketika saya kuliah tatap muka mendapat uang jajan dari orang tua saya. Selama kuliah online ini, saya **menggunakan uang jajan tersebut untuk membeli kuota**, karena banyak mata kuliah yang mengharuskan untuk join zoom dan hal itu membutuhkan kuota yang tidak sedikit”*

(For barriers related to the costs, usually when I go to face-to-face college I get pocket money from my parents. During this online learning, I used the pocket money to buy a quota, because many courses require me to join Zoom meeting and that requires a lot of quota)

One of the most important ways in which implementation of online / e-learning programs can be completed successfully is to include all relevant stakeholders and departments within a faculty and for new approaches to be adopted to facilitate collaboration. Working to overcoming the financial barrier to learning online, the university provides a quota that can be used by students at home to support the learning process. The quota provided can only be used to access applications and websites related to the learning process. Moreover, the university also provides tuition waivers with certain terms and conditions.

To overcome these barriers some modifications are required, including finding ways to develop relationships with other school students

and teachers online and implementing support strategies for lower-achieving students. Removing these barriers may enhance the perceptions that parents and their children have in respect of the distance learning modality.

## **B. Discussion**

### **1. Rural Students Barriers in Learning English during the Covid-19 Pandemic**

Corona Virus Disease 2019 (COVID-19) has been declared by the World Health Organization (WHO) as a pandemic so it is necessary to take measures to prevent an increase in cases. Therefore, the government issued a regulation regarding activity restrictions in a Government Regulation of the Republic of Indonesia number 21 of 2020 concerning large-scale social restrictions in the context of accelerating the handling of Corona Virus Disease 2019 (COVID-19). This caused universities and schools have to postpone face-to-face learning activities. Therefore, the Ministry of Religion of Republic Indonesia also issued a circular in March 2020 for the academic community and students in the IAIN Bengkulu environment to limit activities in an effort to handle Covid-19 cases. The learning process that was previously face-to-face was turned into an online learning process. This was created new barriers for college students during the online learning process.

This study aimed to describe and clarify the perceptions of students about the barriers to online learning during the coronavirus crisis and how they overcome those barriers. It is important to understand these perceptions to enable government and decision-makers to develop solutions to address the barriers that affect students in Higher Educations. Based on the findings of the study, it was found that there were some barriers faced by students who live in a rural area. Those Barriers were classified as unsupportive learning environment, students' low motivation, a heavy task, students' difficulty to study effectively and cost barriers. This is getting clearer that the students perceived various challenges in their online learning activities. The challenges came not only from themselves as students, but also from the lecturers, from the students' environment, as well as from home. These findings were very similar to the findings reported by Rahiem (2020) which highlight a lot of tasks, internet cost, noisy home, and technology as the barriers in online learning activities.

Some of the barriers mentioned above are included in the situational barriers, institutional barriers, dispositional barriers and epistemological barrier. In situational barriers, the obstacles faced by students are in the form of a lack of support for the home environment in the learning process. The home environment that is different from the campus environment made it difficult for students to focus on learning. In

addition, students also experience obstacles related to the stability of the internet network. Many of them do not attend face-to-face lectures conducted through the zoom application due to network difficulties. This is in line with the research by Dube, B. (2020) which mentioned that there is also unavailability of network in rural area.

Furthermore, related with the institutional barriers the students got difficulty in terms of cost during an online learning. This is not experienced by all of the respondents but only half of them. Since the outbreak of the COVID-19 pandemic and the emergence of the implementation of social distancing caused the income of parents of students to also decrease, this causes students to complain about the costs incurred during online learning. But some of the students think that the costs incurred are not as big as when face-to-face learning. This is supported by the research of Dube (2020) which revealed that the participants also reported that data is too expensive to facilitate effective online learning. The situation is worsened by the fact that some parents lost their jobs due to the lockdown, which prevents them from buying and selling, which seems to be the main source of income of many rural communities.

On the other hand, in dispositional barriers the students got difficulties to study effectively. This is caused by several things, such as they have difficulty understanding the explanations given by the lecturers

which causes them to be confused about the learning material. Students also find it difficult to manage time between study time and time to do homework. This is in line with Gerland (1993) that revealed the students' problems with time management reflected their time priorities, that is, their willingness to devote time to study at the expense of other activities. Some students expressed a need for structure in the learning environment, that is, a set course schedule, a specific time daily or weekly to work on the course, as a means of avoiding procrastination.

In epistemological barriers students admitted that it was difficult to understand the learning content. They admit that they have to learn independently which sometimes makes them confused. In the context of learning speaking, for example, learning becomes less effective, making students less interested in certain subjects. Other students expressed that they were interested in certain subjects, but sometimes the method used by the lecturer in delivering the material made them less understanding of the learning material. Therefore, lecturers need to arrange an attractive learning style so that learning takes place more effectively

The findings of this current research are also in line with the findings of the previous studies conducted by Assareh and Bidokht (2011) which found the students as the challenges of online classroom teaching and learning activities. The findings of this current research also supported the ideas proposed by Balanskat, Blamire and Kefafa (2006) which

highlight teachers as one of the barriers in online teaching and learning activities. As this current research revealed the students' concern on the bad signal this research supports the findings of the study done by Efriana (2021) who also found the bad signal as one of the barriers in online teaching.

With these various barriers faced in online learning, there are several aspects which can be improved such as lecturers' performance, students' study skills and students' motivation. In terms of technology, some aspects were beyond the university control like the bad network and signal. Similarly, in terms of the challenges from the unsupportive environments particularly from the students' home, some issues are hard to handle. The crowd which is due to the number of family members is apparently unavoidable. Considering the culture and norms in the local community it is also inappropriate for the students to decline their parents' requests to help them with the house work. With this issue, students may need to inform their parents the online class schedule so that parents are clear about the students' learning time. It is also necessary to tell their parents that they can help their parents after the online learning activities are completed. To reduce the noise from kids, the kids need to be told not be too noisy when the students join the online classes. If possible the students can choose a learning space at home in which noise can be put into minimum.



## 2. The way Students' Overcome Their Barriers

A barrier to learning is anything that prevents learners from fully engaging in learning. During training, most learners have to face several different barriers to learning. Think, for example, a student who has left their textbooks at home or an employee who hasn't received the preparation notes for a training workshop or a learner who cannot complete their final online assessment because of a distraction-filled workplace. All these can be considered barriers to learning. In an adult learning environment, the barriers to learning can be many and quite unpredictable. Nowadays adaptive learning is using Artificial intelligence to adjust the content according to individual needs. It helps in providing personalized courses to identify their weaknesses and strengths for better learning outcomes. Here are some of the most common cases of barriers to learning and how to overcome them.

### a. Unsupportive learning environment and time management

While studying from home or wherever students may be, there can be more distractions than usual, especially with family and possibly younger siblings around. As a result of these distractions and possibly, students had additional responsibilities. Learning from home is an amazing experience. Student might expect things around them to be like a school campus. But at home things are different for example, they might want a massive classroom, parks, playgrounds, canteens,

friends, lecturer around the students to guide and learn. But with online learning, they have to manage everything in one room with parents around them. They can be easily distracted by small things at home. To overcome this barrier students should inform their parents and people around about the time of online learning so that there will be no distractions from their side. Restrict the study area for others to come during live sessions and video calls. They have to make sure to relax in the breaks set on the timetable. In this way, the students will concentrate on learning and spend quality time with their friends and family.

b. Lack of Internet Network

Many students are not well equipped with a high internet connection that is required for online learning. Due to this, they face problems in going live for virtual learning and other platforms that require an internet connection. They face technical issues in online classes as they are not much aware of technology and computer applications. A slow and high internet connection can play an important role in how quickly the students can attend the class and do not miss any live sessions. There is a possibility of poor connectivity if they find difficulty in downloading some information related to the subject, blurred videos, etc. To overcome this barrier, students need to find a high-speed internet connection at their home to resolve the

internet connection problem in the online class. They also have to know where they can get technical support for their connection and other technical issues related to software and tools for effective learning.

c. Students Time management Barriers

In many cases, students find difficulty in managing their time with online learning. Online learning is completely new for them and requires intensive work. They need a scheduled planner to manage their time in an effective manner. Online learning provides flexible time, unlike traditional classrooms. But some face difficulties in adjusting to the time required for online learning. Time management is the most important factor in online learning. It needs time and effort for better learning outcomes. Student should know the factors that can affect their timings during the learning process such as:

*Avoid Distractions* – Try to avoid distractions that can affect your learning. There are many platforms that can engage you for entertainment and communication. But make sure that you set time for breaks and focus on learning as scheduled to avoid missing live classes or sessions.

*Create To-Do List* – Students can prepare a list of activities on an everyday basis. Try to break down large activities into smaller ones for better learning outcomes. Use this list to tackle each task. Make sure

that you adhere to the list and establish a routine that can make time management practices easy.

*Seek Help* – To manage time during online learning seek help from your parents, friends and families. So that you will not miss out on learning and at the same time work will be done.

*Avoid Multitasking* – Do not try to take up multiple tasks at the same time. Complete one task at a time as it can make your work less effective and productive.

d. Students Motivations

Students start losing hope once they find difficulty in online learning. It requires motivation to complete tasks and engage students with their learning. Lack of motivation is one of the common problems faced by students during online classes. This is several ways to overcome this barrier.

*Involve Yourself* – Students should show up for all the activities and learning during the sessions. Make sure that they log in every day, check for the status and appear in all the sessions and discussions. Connect with your friends and teachers for asking and sharing information.

*Schedule Time for Learning* – Students have to stick to a study plan for effective learning. Take a break and resume back to learning with the same interest and enthusiasm.

*Stay Positive* – Students should be meake sure that they are positive towards online learning. Make use of the time in the best way and gain knowledge for better learning outcomes.

e. Students Learning Style Problem.

Students have previously learned in the physical classroom. Online learning can make they adapt to different styles of learning. There are some students who can adapt to these styles quickly but what about the students who need time? In such cases, they lack concentration, inability to understand the live classes, difficulty in creating projects and assignments using technology. To overcome this barrier and to get better learning outcomes, it is important to understand the learning styles. Students can learn through interaction, visual presentations, audio classes or written notes. They should follow their own learning style that helps in enhancing their learning experience.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The writer has collected some important information from the students of English Department Study Program at States Institute for Islamic Studies (IAIN) Bengkulu in terms of the rural students' barriers in learning English during the COVID-19 pandemic. Based on the findings and discussion, it can be concluded that students' got the difficulties during an online learning related to the situational barrier, institutional barrier, dispositional barrier and epistemological barrier. In the situational barriers students experienced difficulties related to the unsupportive environment, they often got disturbing when learning from home. They also experienced difficulties related to the internet network, especially for the students who live in a rural area. The second barrier is the institutional barriers related to the cost during an online learning and too many assignments given by the lecture and the assignment was given at the same time. The third barrier was dispositional barrier related to the students' difficulty in learning English during the online class and their learning style problem. And the last barrier is epistemological barrier related to the student experienced low motivation during an online learning and they often feel bored during the class.

The way the students overcome the barriers was varied depending on each individual. Such one of the way they increase motivation they made a

motivation board. So if they lose their motivation they will remember the motivation they have made. Related to the unsupportive environment barriers they usually try to find a better place to follow the learning process. Especially if the learning process required them to join Zoom meeting. Furthermore if the lecturer gave too many assignments they usually finish the assignment earlier. Because if the tasks have been given was not done immediately, it will pile up with another task.

The writer believe that the findings of this research give some insight on the real problems faced by the students in online classes. Finding the solution to minimize those challenges becomes the next task for the lecturers. By looking at the real problems, the writer is optimistic that the solutions can be offered properly to help students overcome their learning problems.

## **B. Suggestion**

After presented the conclusion, the researcher would like to propose several suggestions for:

### **1. English lecturers**

It is expected for English lecturers to give understanding to students experiencing barriers during online learning, such as slightly reducing the assigned tasks and performing the assigned process according to a predetermined schedule. Then, lecturers can use the results of this research to obtain information regarding the issues faced by students thus they can give appropriate solutions for solve the issues.

## 2. English students

In overcoming obstacles students must make a clear goal they will achieve at the learning end in order to grow the motivation within themselves. Students also do well to schedule their study periods and not delay the assignment given by the teacher

## 3. The further researchers

The further researchers are suggested to find out any aspects or factors that affect the barriers faced by rural students. This term is very important in order to solve the students' problem. In addition, the further researchers are also suggested to find out any strategy and technique to create more interactive online learning.



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## Appendix 1

### Questionnaire guideline for English Students

No	Pernyataan	1	2	3	4	5
1.	<b>A. Situational Barriers</b>					
	Keluarga saya memberikan support/dukungan ketika saya sedang belajar.					
2.	Lingkungan saya kurang mendukung untuk proses pembelajaran.					
3.	Saya terkendala signal/jaringan ketika belajar dari rumah.					
4.	Saya tidak memiliki banyak waktu untuk belajar karena pekerjaan rumah.					
5.	Saya merasa kesulitan memenuhi biaya selama pembelajaran online.					
6.	<b>B. Institutional Barriers (Kelembagaan)</b>					
	Biaya yang dikeluarkan selama pembelajaran online cukup besar.					
7.	Pihak Institusi memfasilitasi kuota selama pembelajaran online.					
8.	Tugas yang diberikan terlalu banyak.					
9.	Jangka waktu dalam mengerjakan tugas terlalu pendek.					
10.	Waktu belajar & mengajar tidak sesuai dengan jadwal					
11.	<b>C. Dispositional Barriers (Disposisi)</b>					
	Dalam pembelajaran online, saya kesulitan untuk belajar dengan baik/efektif.					

12.	Saya merasa kesulitan belajar bahasa inggris secara online.					
13.	Saya merasa kesulitan mengatur waktu untuk belajar.					
14.	Saya merasa kesulitan menentukan cara belajar yang cocok untuk saya.					
15.	Saya kesulitan memahami materi pembelajaran bahasa inggris.					
16.	<b>D. Epistemological Barriers (Epistemologis)</b>					
	Konten/isi pembelajaran kurang menarik.					
17.	Saya kurang antusias selama pembelajaran online.					
18.	Pembelajaran online terasa membosankan.					
19.	Dosen kurang jelas dalam menyampaikan materi pembelajaran.					
20.	Saya kurang tertarik pada mata kuliah tertentu.					

(Source: Adapted from Gerland, 1993)

## **Appendix 2**

Guidline Interview yang akan ditanyakan kepada respondent penelitian.

### **A. Situational Barriers**

1. Did your parents give support when you are learning online?  
(Apakah orang tua anda memberi dukungan/support ketika anda sedang belajar online?)
2. Do you have a supportive environment during an online learning?  
(Apakah lingkungan anda mendukung selama pembelajaran online?)
3. Are you having trouble with the network connection during online learning?  
(Apakah anda terkendala dengan jaringan ketika sedang belajar online?)
4. Did you felt difficult to manage your study time?  
(Apakah anda merasa kesulitan dalam mengatur waktu belajar?)

### **B. Institutional Barriers**

1. In your opinion, is there many assignments given by the lecturer?  
(Menurut pendapat anda, apakah tugas yang diberikan dosen terlalu banyak?)
2. Do you felt that the cost incurred during online learning seem large?  
(Apakah anda merasa biaya yang dikeluarkan selama pembelajaran online terkesan besar?)

### **C. Dispositional Barriers**

1. During an online learning, do you felt difficult in learning English?  
(Selama pembelajaran online apakah anda merasa kesulitan dalam belajar bahasa inggris?)
2. During an online learning, do you have any problems related to the learning style problem?  
(Selama pembelajaran online, apakah anda memiliki masalah terkait gaya belajar?)

D. Epistemological Barriers

1. Do you feel your motivation is low during online learning?

(Apakah anda merasa motivasi anda rendah selama pembelajaran online?)

(Source: Adapted from Gerland, 1993)



### Appendix 3

#### Results of Students Barriers Percentage

No	Statements	Total score	Total maximum score	Percentage
1.	<b>A. Situational Barriers</b>	45	50	90%
	My family provides support/support when I'm studying.			
2.	My environment is not supportive for the learning process.	36	50	72%
3.	I have signal/network problems when learning from home.	41	50	82%
4.	I don't have much time to learning because of my homework.	33	50	66%
5.	I have difficulties related to the cost during online learning.	35	50	70%
6.	<b>B. Institutional Barriers (Kelembagaan)</b>	36	50	72%
	The cost during online learning are quite large			
7.	The institution facilitated quotas during online learning.	31	50	62%
8.	Too many assignment given by the lecturer	41	50	82%
9.	The time to finish the task was too short.	35	50	70%
10.	Learning & teaching time is not based on the schedule.	34	50	68%

11.	<b>C. Dispositional Barriers (Disposisi)</b>			
	In online learning I have difficulties to learn effectively.	35	50	72%
12.	I feel difficulty to learning English online.	34	50	68%
13.	I have difficulties to arrange time for learning.	32	50	64%
14.	I have difficulties to determine which way of learning is right for me.	35	50	70%
15.	I have difficulty to understand English learning material.	34	50	68%
16.	<b>D. Epistemological Barriers (Epistemologis)</b>	32	50	62%
	The learning content is not interesting.			
17.	I am less enthusiastic during online learning.	35	50	70%
18.	Online learning feels boring.	38	50	76%
19.	Lecturers are not clear in delivering learning materials.	28	50	56%
20.	I am less interested in certain subject.	35	50	70%

## **Appendix 4**

### **Interview Transcript for students' barriers in Learning English during the Covid-19 Pandemic: R1**

Respondent 1

Date : 02 Oktober 2021

1. Did your parents provide a support when you are learning online?

(Apakah orang tua anda memberi dukungan/support ketika anda sedang belajar online?)

*"Iya orang tua saya memberikan support dalam belajar baik offline maupun online, orang tua saya juga memahami ketika saya sedang banyak tugas".*

(Yes, my parents provide support in learning both offline and online, my parents also understand when I have a lot of tasks)

2. Do you have a supportive environment during an online learning?

(Apakah lingkungan anda mendukung selama pembelajaran online?)

*"Dirumah saya ada banyak anak-anak yang sering mengganggu saya ketika sedang mengikuti pembelajaran online dan itu membuat saya tidak nyaman".*

(In my house there are many children who often disturb me when I am taking online lessons and it makes me uncomfortable)

3. Are you having trouble with the network during online learning?

(Apakah anda terkendala dengan jaringan ketika sedang belajar online?)

*"iya sangat terkendala, terlebih sering terjadi pemadaman listrik yang menyebabkan hilangnya jaringan, dan kadang harus pergi jauh untuk mencari sinyal".* (Yes, it is very constrained, especially when there are power outages that cause network loss, and sometimes I have to go far to find a signal)

4. Did you felt difficult to manage your study time?

(Apakah anda merasa kesulitan dalam mengatur waktu belajar?)

*“Saya pribadi tidak merasa begitu kesulitan, karena pekerjaan yang berkaitan dengan membereskan rumah tidak terlalu banyak”* (Personally, I didn’t feel difficult, because the work related to cleaning the house is not too much)

5. In your opinion, is there too many assignments given by the lecturer?

(Menurut pendapat anda, apakah tugas yang diberikan dosen terlalu banyak?)

*“Menurut pendapat saya, iya agak banyak terkadang kita hanya diberi tugas saja langsung tanpa ada materi pembelajaran sebelumnya”* (In my opinion, yes, quite a lot, sometimes we are only given assignments directly without any previous learning material)

6. Do you felt that the cost incurred during online learning seem large?

(Apakah anda merasa biaya yang dikeluarkan selama pembelajaran online terkesan besar?)

*“Iya biaya belajar online cukup besar untuk pembelian kuota data karena kegiatan serba online, seperti zoom meeting yang terlalu lama dan itu tidak hanya satu mata kuliah saja”* (Yes, online learning costs are quite large for purchasing data quotas because all online activities, such as zoom meetings are too long and it's not just one course)

7. During an online learning, do you felt difficult in learning English?

(Selama pembelajaran online apakah anda merasa kesulitan dalam belajar bahasa inggris?)

*“Sedikit kesulitan, karena saya kurang tertarik dengan bagaimana penyampain dosen dan saya sulit sekali untuk menumbuhkan ketertarikan dalam memahami pembelajaran, mungkin karena hanya lewat computer saja jika tatap muka pasti akan berbeda”* (It’s a little difficult, because I’m not really interested in how the lecturer delivered the material and I have difficulty to grow my interest in understanding the learning material. Maybe because it’s only through computers if face to face learning it would be definitely different)

8. During an online learning, do you have any problems related to the learning style problem?

(Selama pembelajaran online, apakah anda memiliki masalah terkait cara belajar?)

*“Dari awal saya dan teman-teman semua kalau belajar selalu tatap muka dengan guru, jadi ketika ada pandemic seperti ini saya sulit menyesuaikan diri dengan pembelajaran seperti sekarang”* (From the beginning, when me and my friend learning, always face to face with the teacher, so when there is a pandemic like this, I have a hard time adjusting to learning as it is now

9. Do you feel your motivation is low during online learning?

Apakah anda merasa motivasi anda rendah selama pembelajaran online?)

*“Iyaa teman-teman saya pun banyak yang merasa demikian, untuk mata kuliahnya saya suka tapi terkadang metode dosen dalam menyampaikan materi membuat saya kurang memahami jadi saya juga kurang tertarik pada mata kuliah tersebut”.* (Yes my friends also felt like that, I like the course but sometimes the way the lecturer delivered the learning material made me not really understand so I also not really interest to the course)

**Interview Transcript for students' barriers in Learning English during the Covid-19 Pandemic: R2**

Respondent 2

Date : 02 Oktober 2021

1. Did your parents provide a support when you are learning online?

(Apakah orang tua anda memberi dukungan/support ketika anda sedang belajar online?)

*"Ketika sedang belajar online terkadang orang tua saya meminta saya untuk membantu mereka jadi terkadang pembelajaran online sedikit terganggu".*

(When I was studying online sometimes my parents asked me to help them so sometimes online learning was a bit disrupted)

2. Do you have a supportive environment during online learning?

(Apakah lingkungan anda mendukung selama pembelajaran online?)

*"Tidak, lingkungan saya kurang mendukung, karena di desa saya sinyalnya kurang bagus jadi jika sedang join zoom sering log out dengan sendirinya ditambah lagi sering terjadi pemadaman listrik di desa saya yang menyebabkan hilangnya jaringan"* (No, my environment is not very supportive, because in my village the signal is not good, so when I join Zoom, I often log out automatically, plus there are frequent power outages in my village which causes network loss)

3. Are you having trouble with the network connection during online learning?

(Apakah anda terkendala dengan jaringan ketika sedang belajar online?)

*"Iya terkendala sekali, karena sinyal yang buruk saya jadi sering log out dari aplikasi zoom itu sendiri".* (It's really a problem, because the signal is bad, I often log out of the zoom application itself)

4. Did you felt difficult to manage your study time?

(Apakah anda merasa kesulitan ketika mengatur waktu belajar?)

*“Saya terkadang mengalami kesulitan mengatur waktu belajar ketika ada perkuliahan yang tidak sesuai dengan jadwal”. (Sometimes I have difficulty managing study time when there is a learning process that does not match the schedule)*

5. In your opinion, is there too many assignments given by the lecturer?

(Menurut pendapat anda, apakah tugas yang diberikan dosen terlalu banyak?)

*“Iya terkadang, yang membuat tugas terlihat banyak itu karena deadline nya tidak lama dan kadang tugas yang satu belum dikerjakan sudah ada tugas lagi yang lainnya” (Yes, sometimes what makes the task look like a lot is because the deadline is not long and sometimes one task has not been done yet there is another task)*

6. Do you felt that the cost incurred during online learning seem large?

(Apakah anda merasa biaya yang dikeluarkan selama pembelajaran online terkesan besar?)

*“Iya menurut saya, karena pendapatan orang tua saya selama pandemic pun tidak begitu besar, justru menurun jadi terkesan besar biaya untuk kuliah online” (Yes in my opinion, because my parents' income during the pandemic was not really good, it actually decreased so it seemed that the cost of online learning was large)*

7. During an online learning, do you felt difficult in learning English?

(Selama pembelajaran online apakah anda merasa kesulitan dalam belajar bahasa inggris?)

*“Iya untuk beberapa mata kuliah yang hanya diberikan tugas oleh dosen tentu saja saya mengalami kesulitan dalam memahami materi, tetapi jika diberi penjelasan materi saya tidak merasa begitu kesulitan” (Yes, for some courses that were only given assignments by the lecturer, of course I had difficulty understanding the material, but if I was given an explanation of the material I did not feel so difficult)*

8. During an online learning, do you have any problems related to the learning style problem?

(Selama pembelajaran online, apakah anda memiliki masalah terkait cara belajar?)

*“Tidak juga, karena saya sudah menyesuaikan dengan pembelajaran online ini, dan sayapun memiliki cara belajar saya sendiri. Biasanya saya kalau belajar itu harus berada di tempat yang sepi, jadi saya akan berusaha mencari tempat yang hening agar mudah mempelajari materinya”* (Not really, because I have adapted to this online learning and I also have my own way of learning. Usually when I study, I have to be in a quiet place, so I will try to find a quiet place so that it is easy to learn the material)

9. Do you feel your motivation is low during online learning?

(Apakah anda merasa motivasi anda rendah selama pembelajaran online?)

*“Saya rasa ini dialami oleh hampir semua teman-teman saya, karena memang pembelajaran tatap muka itu lebih menyenangkan bagi saya. Berbeda sekali jika hanya melalui komputer saya cepat merasa bosan dan tidak begitu semangat. Tetapi saya tetap berusaha untuk focus dalam pembelajaran”* (I think this is experienced by almost all of my friends, because face-to-face learning is more fun for me. It's very different if only through the computer I quickly feel bored and not so enthusiastic. But I still try to focus on learning)



**Interview Transcript for students' barriers in Learning English during the Covid-19 Pandemic: R3**

Respondent 3

Date : 05 Oktober 2021

1. Did your parents give support when you are learning online?

*(Apakah orang tua anda memberi dukungan/support ketika anda sedang belajar online?)*

*“Orang tua saya mendukung, akan tetapi mereka sedikit kecewa dengan adanya pembelajaran online, tapi tetap tidak bisa menyalahkan keadaan karena demi kebaikan kita semua. Orang tua saya kecewa karena menurut mereka jika pembelajaran dilakukan secara online maka pengalaman yang didapat akan kurang dibandingkan ketika offline, kegiatan pun banyak dibatasi juga”* (My parents are supportive, but they are a little disappointed with online learning, but still can't blame the situation because it's for the good of all of us. My parents are disappointed because they think that if learning is done online, the experience gained will be less than when offline, many activities are also limited)

2. Do you have a supportive environment during an online learning?

*(Apakah lingkungan anda mendukung selama pembelajaran online?)*

*“Kurang mendukung, karena kebetulan rumah saya didusun itu berada di pinggir jalan besar dan berdekatan dengan bengkel jadi berisik sekali. Jadi biasanya saya kalau ada mata kuliah yang mengharuskan join zoom meeting saya mencari tempat yang sunyi agar bisa menyimak materi dari dosen”* (Not very supportive, because my house in the village happened to be on the edge of a big road and adjacent to a workshop so it was very noisy. So usually when I have a course that requires me to join a zoom meeting I look for a quiet place so I can listen to the material from the lecturer)

3. Are you having trouble with the network connection during online learning?

(Apakah anda terkendala dengan jaringan ketika sedang belajar online?)

*“Kalau untuk sinyal tidak begitu sulit sekali, karena ya seperti yang saya sampaikan sebelumnya rumah saya masih berada dipinggir jalan besar jadi sinyalnya masih agak mendukung, walaupun hilang sinyal itu hanya kadang-kadang saja”* (From the signal, it's not that difficult, because, as I said before, my house is still on the side of a big road, so the signal is still somewhat supportive, even if the signal is lost, it's only occasionally)

4. Did you felt difficult to manage your study time?

(Apakah anda merasa kesulitan dalam mengatur waktu belajar?)

*“Saya tidak begitu terkendala dalam mengatur waktu belajar, karena saya memiliki tujuan saya yang mendorong saya untuk mengatur waktu dengan baik”* (I'm not that constrained in managing study time, because I have I have my goals that encourage me to manage my time well)

5. In your opinion, is there many assignments given by the lecturer?

(Menurut pendapat anda, apakah tugas yang diberikan dosen terlalu banyak?)

*“Iya banyak karena kita harus memahami materi hanya dengan membacanya dan biasanya dalam setiap pertemuan dosen memberikan tugas dan deadline untuk tugas tersebut hampir sama”* (Yes too much because we have to understand the materials just by reading them and usually in every meeting, the lecturers give assignments and the deadlines for those assignments are almost the same)

6. Do you felt that the cost incurred during online learning seem large?

(Apakah anda merasa biaya yang dikeluarkan selama pembelajaran online terkesan besar?)

*“Iya bagi saya, karena orang tua saya petani yang juga terdampak oleh pandemi, jadi menurut saya biaya yang dikeluarkan selama pembelajaran online cukup besar”* (Yes for me, because my parents are farmers who are

also affected by the pandemic, so I think the costs incurred during online learning are quite large)

7. During an online learning, do you felt difficult in learning English?

(Selama pembelajaran online apakah anda merasa kesulitan dalam belajar bahasa inggris?)

*“Menurut saya iya, karena saya tipe orang yang agak lambat dalam memahami materi pembelajaran, jadi saya terkadang harus mengulangi membaca materi pembelajaran agar lebih paham lagi”* (I think yes, because I am the type of person who is difficult to understanding learning materials, so I sometimes have to repeat reading learning materials to understand more)

8. During an online learning, do you have any problems related to the learning style problem?

(Selama pembelajaran online, apakah anda memiliki masalah terkait cara belajar?)

*“Saya tidak begitu bermasalah dengan cara belajar saya, selama pembelajaran online saya hanya sulit sekali memahami materi pembelajaran jika dibandingkan dengan pembelajaran tatap muka, saya seperti tidak semangat untuk mengikuti perkuliahan”* (I don't really have a problem with the way I study, during online learning I only have a hard time understanding the learning material when compared to face-to-face learning, I don't seem to be enthusiastic about attending lectures)

9. Do you feel your motivation is low during online learning?

(Apakah anda merasa motivasi anda rendah selama pembelajaran online?)

*“Iya belajar secara daring membuat saya kehilangan motivasi belajar saya, terlebih lagi jika dosen kurang jelas dalam menyampaikan materi, saya jadi kurang tertarik untuk belajar”* (Yes, studying online makes me lose my motivation to study, especially if the lecturer is not clear in delivering the material, I become less interested in learning)

**Interview Transcript for students' barriers in Learning English during the Covid-19 Pandemic: R4**

Respondent 4

Date : 07 Oktober 2021

1. Did your parents give support when you are learning online?

(Apakah orang tua anda memberi dukungan/support ketika anda sedang belajar online?)

*"Tentu, mereka memberikan saya waktu luang untuk saya belajar mulai dari perkuliahan online hingga mengerjakan tugas-tugas kuliah. Meskipun mereka terkadang mengeluh tentang kondisi mata saya karena selalu menghadap computer/handphone"* (Of course, they gave me free time for me to study from online lectures to doing college assignments. Even though they sometimes complain about the condition of my eyes because they are always facing the computer/mobile phone."

2. Do you have a supportive environment during an online learning?

(Apakah lingkungan anda mendukung selama pembelajaran online?)

*"Kalau lingkungan saya kurang mendukung, faktor yang membuat lingkungan saya kurang mendukung itu jika terjadi pemadaman listrik, karena pada saat hal tersebut terjadi, koneksi internet di daerah saya kurang lancar. Dapat dikatakan bahwa hal tersebut menjadi kendala paling parah pada saat pembelajaran online"* (My environment was not supportive, the factor that makes my environment less supportive is in the event of a power outage, because when that happens, the internet connection in my area is not smooth. It can be said that this is the most severe obstacle when learning online)

3. Are you having trouble with the network connection during online learning?

(Apakah anda terkendala dengan jaringan ketika sedang belajar online?)

*"Masalah jaringan tentu sangat terkendala, sebab jaringan di daerah saya kurang mendukung terlebih lagi saat terjadi pemadaman listrik. Hal ini*

*menyebabkan apa yang disampaikan oleh dosen atau apa yang kami pelajari tidak dapat kami terima dengan maksimal”. (Network problems are certainly very constrained, because the network in my area is not very supportive, especially when there is a power outage. This causes what is conveyed by the lecturer or what we learn cannot be received optimally)*

4. Did you felt difficult to manage your study time?

*(Apakah anda merasa kesulitan dalam mengatur waktu belajar?)*

*“Iya sedikit kesulitan, karena saya lebih suka belajar secara tatap muka sehingga saya leluasa dalam bertanya dan memahami materi yang dijelaskan oleh dosen” (Yes, it's a little difficult, because I prefer face-to-face learning so I'm more free to ask questions and understand the material explained by the lecturer)*

5. In your opinion, is there many assignments given by the lecturer?

*(Menurut pendapat anda, apakah tugas yang diberikan dosen terlalu banyak?)*

*“Iya banyak, salah satu tantangan yang pernah saya ikuti adalah membuat artikel dengan deadline yang singkat. Ini membuat saya lelah karena saya harus membuat artikel dalam waktu yang singkat” (Yes too many, one of the challenge that I’ve ever join is making an article with a short deadline. This makes me tired because I should make the article with the limited time*

6. Do you felt that the cost incurred during online learning seem large?

*(Apakah anda merasa biaya yang dikeluarkan selama pembelajaran online terkesan besar?)*

*“Menurut pendapat saya lebih ke kurang sesuai, selain biaya kuota yang cepat habis, universitas hanya menawarkan sedikit sekali keringan uang kuliah sedangkan kami tidak menikmati fasilitas dari universitas selama pembelajaran online” (In my opinion, it is more or less suitable, apart from the cost of the quota which runs out quickly, the university only offers very little tuition fees while we do not enjoy the facilities of the university during online learning)*

7. During an online learning, do you felt difficult in learning English?

(Selama pembelajaran online apakah anda merasa kesulitan dalam belajar bahasa inggris?)

*“Saya sedikit kesulitan belajar bahasa inggris dengan efektif karena saya kurang leluasa dalam bertanya ataupun menyerap pembelajaran yang disampaikan oleh dosen”* (I have a little difficulty learning effectively because I am not free to ask questions or absorb the learning delivered by the lecturer

8. During an online learning, do you have any problems related to the learning style problem?

(Selama pembelajaran online, apakah anda memiliki masalah terkait cara belajar?)

*“Menurut saya, masalah ketika memahami materi atau cara belajar ketika belajar online tentu ada. Terlebih lagi selama pembelajaran jarak jauh dosen menyampaikan materi dari kejauhan, tentu banyak sekali faktor yang mempengaruhi sulitnya terkait cara belajar”.* (Network problems are certainly very constrained, because the network in my area is not very supportive, especially when there is a power outage. This causes what is conveyed by the lecturer or what we learn cannot be received optimally)

9. Do you feel your motivation is low during online learning?

(Apakah anda merasa motivasi anda rendah selama pembelajaran online?)

*“Iya saya kurang semangat belajar karena terkadang ada materi yang sulit saya pahami yang membuat saya harus mempelajarinya sendiri dan justru malah membuat saya kebingungan”* (Yes, I am not enthusiastic about learning because sometimes there are materials that are difficult for me to understand which makes me have to study by myself and it actually makes me confused)

**Interview Transcript for students' barriers in Learning English during the Covid-19 Pandemic: R5**

Respondent 5

Date : 03 Oktober 2021

1. Did your parents give support when you are learning online?

(Apakah orang tua anda memberi dukungan/support ketika anda sedang belajar online?)

*"Iya mendukung orang tua saya memahami keadaan yang terjadi jadi tidak begitu mempermasalahkan"* (Yes, my parents understand the situation so it doesn't really matter)

2. Do you have a supportive environment during an online learning?

(Apakah lingkungan anda mendukung selama pembelajaran online?)

*"Lingkungan saya mendukung, kalau terkait dengan kebisingan tidak terlalu karena rumah saya terletak di dalam jalan kecil (gang) jadi tidak terlalu ramai kendaraan"* (My environment is supportive, when it comes to noise it's not too much because my house is located in a small street (alley) so there are not too many vehicles)

3. Are you having trouble with the network connection during online learning?

(Apakah anda terkendala dengan jaringan ketika sedang belajar online?)

*"Kalau terkait dengan masalah jaringan iya saya mengalami kendala, karena ya rumah saya terletak di dalam jadi jaringan nya sedikit susah atau lebih tepatnya tidak stabil, hanya di tempat-tempat tertentu saja jaringannya mendukung"* (If it's related to network problems, yes, I'm having problems, because my house is located inside so the network is a little difficult or rather unstable, only in certain places the network supports)

4. Did you felt difficult to manage your study time?

(Apakah anda merasa kesulitan dalam mengatur waktu belajar?)

*“Tidak terlalu bagi saya, karena saya merupakan orang yang terjadwal jadi saya bisa mengatur waktu kapan untuk belajar dan kapan waktu untuk membantu menyelesaikan pekerjaan rumah, kalau ada tugas pun saya biasanya langsung mengerjakan jika tidak begitu sulit agar tidak menumpuk tugasnya”* (Not really for me, because I am a scheduled person so I can manage when to study and when I have to clean up my house, even if there is a task I usually do it right away if it's not too difficult so as not to pile up the task)

5. In your opinion, is there many assignments given by the lecturer?

(Menurut pendapat anda, apakah tugas yang diberikan dosen terlalu banyak?)

*“iya menurut saya banyak, hal tersulit dari mengikuti kelas online adalah jika kami mendapat tugas video dan kami diperintahkan untuk mengunggahnya di YouTube dan itu adalah ukuran file yang besar dan menghabiskan data internet yang sangat besar dan menjadi lebih buruk jika proses pengunggahan gagal”* (Yes in many opinion too many assignments, the hardest thing of joining online class is if we got a video task and we were ordered to upload it in YouTube and that was a big size of file and spent really big internet data and become worse if the upload process failed)

6. Do you felt that the cost incurred during online learning seem large?

(Apakah anda merasa biaya yang dikeluarkan selama pembelajaran online terkesan besar?)

*“Jika menyesuaikan dengan pendapatan orang tua saya, menurut saya biaya yang dikeluarkan tidak sebesar ketika pembelajaran tatap muka, karena sinyal operator yang lebih murah tersedia di desa saya”* (the costs incurred are not as large as when learning face-to-face, because cheaper operator signals are available in my area)

7. During an online learning, do you felt difficult in learning English?

(Selama pembelajaran online apakah anda merasa kesulitan dalam belajar bahasa inggris?)



*“Iya menurut saya kurang efektif karena jika belajar secara online saya sering merasa bosan dan terkadang dosen hanya memberikan tugas tanpa menyampaikan materi pembelajaran”* (Yes, I think it's less effective because if I study online I often feel bored and sometimes lecturers only give assignments without delivering learning materials)

8. During an online learning, do you have any problems related to the learning style problem?

(Selama pembelajaran online, apakah anda memiliki masalah terkait cara belajar?)

*“Iya terkadang saya mengalami kesulitan tapi mungkin lebih ke cara memahami materi selama pembelajaran online, karena terkadang kadang materi yang kurang dijelaskan oleh dosen jadi harus memahami sendiri”* (Yes, sometimes I have difficulty but maybe it's more about how to understand the material during online learning, because sometimes there is material that is not explained by the lecturer so you have to understand by myself)

9. Do you feel your motivation is low during online learning?

(Apakah anda merasa motivasi anda rendah selama pembelajaran online?)

*“Menurut saya kehilangan motivasi ketika pembelajaran online itu mungkin sering kali muncul di benak mahasiswa, apalagi mahasiswa seperti saya yang tinggal di daerah pedesaan kemudian mengalami kendala di saat itulah saya kehilangan motivasi. Karena kami akan tertinggal materi yang disampaikan oleh dosen jika kehilangan jaringan internet.”* (In my opinion, losing motivation when learning online may often appear in the minds of students, especially students like me who live in rural areas and then experienced barriers it was the time I lose my motivation. Because we will be left behind by the material delivered by the lecturer if we lose the internet network)

## Appendix 5

### **Interview Transcript for How students Overcome the barriers in Learning English during the Covid-19 Pandemic:**

Date : 02 Oktober 2021

1. Bagaimana cara anda mengatasi hambatan-hambatan yang muncul selama pembelajaran online yang berkaitan dengan lingkungan pembelajaran?

*“Karena rumah saya berada dipinggir jalan besar jadi suara kendaraan itu terdengar sekali sampai kedalam rumah. Saya biasanya pergi kebagian belakang rumah seperti dapur atau halaman belakang agar tidak terlalu bising”*

(Since my house was on the side of a large road, the sound of the vehicle came so far inside the house. I would go to the back of the house, such as the kitchen or the backyard, to avoid making too much noise)

*“kalau saya tidak beda jauh dengan teman-teman yang lain saya akan mencari tempat yang kondusif. Biasanya saya mengurung diri dikamar, sehingga saya bisa memahami materi dengan baik dan fokus saya tidak mudah teralih oleh hal-hal lainnya”*

(If I were any different from other friends, I would look for a place that was conducive. I usually stay in my room, where I can understand the material well and can avoid being distracted by other things).

*“Jika pembelajaran mengharuskan tatap muka melalui zoom dan rumah saya kebetulan dekat dengan bengkel, saya biasanya akan belajar di kamar saya atau jika masih berisik saya pergi ke rumah teman saya yang tidak jauh dari rumah saya, agar tidak lagi terdengar suara bising dan dapat mendengarkan materi yang disampaikan oleh dosen” (R3)*

(If the learning process required a face-to-face through zoom application and my house was near to the place for repair a motorcycl. I usually learning in

my room or if it gets noisy I go to a friend's house which not far from my house, so there would be hear too much noise and be able to listen to the material presented by the lecturer.

*“Karena rumah saya kan berada di dalam jalan kecil (gang) jadi saya tidak begitu terkendala oleh suara bising. Karena saya memiliki adik kecil dan dia sering mengajak temannya main kerumah jadi sedikit mengganggu saya, kalau sudah seperti itu biasanya saya akan pindah ke kamar saya sendiri”*

(Because my house was in a passageway so I was less affected by the noise. Since I have a younger brother and he often asks his friends to come over to the house so he bothers me a little, when I get like this I'll move into my own room)

2. Bagaimana cara anda mengatasi hambatan-hambatan yang muncul selama pembelajaran online yang berkaitan dengan kendala jaringan?

*“Karena saya tinggal di daerah yang memang terkadang sulit menjangkau jaringan internet, jadi jika ada pembelajaran melalui aplikasizoom saya sering berpindah-pindah tempat untuk mencari sinyal yang mendukung”*

(Because I live in an area where it is sometimes difficult to reach the internet network, so if there is learning through zoom application, I often move from place to place to look for a signal)

*“Untuk mengatasi hambatan berkaitan dengan jaringan itu biasanya saya pergi ke tempat yang jaringannya stabil, seperti di tempat-tempat dataran yang agak tinggi. Biasanya saya juga menumpang ke rumah tetangga saya yang memiliki jaringan wifi”*

(To overcome obstacles associated with the network, I usually go to where the network is stable, such as on high ground spots. I also used to live with a neighbor with a wi-fi network).

*“Terkait kendala jaringan, saya pernah terlambat mengumpulkan tugas sesuai dengan tenggat waktu yang diberikan oleh dosen karena di daerah saya terjadi pemadaman listrik pada saat itu, jadi jaringan internet pun hilang.*

*Tetapi saya langsung mengumpulkan tugasnya ketika listrik sudah kembali menyala dan dosen pun memaklumi”*

(Related to the networking problem, I was ever late for a project due to the deadline given by the lecturer because of the blackout in my area at the time, so the Internet was lost. But I picked up the assignment right away when the electricity was back on and the lecturer was gave me tolerant)

3. Bagaimana cara anda mengatasi hambatan-hambatan yang muncul selama pembelajaran online yang berkaitan dengan rendahnya motivasi selama pembelajaran online?

*“iya saya merasa kehilangan motivasi selama belajar online, mungkin teman-teman saya juga merasakan hal yang sama, kadang juga bosan. Biasanya jika sudah merasa seperti itu, saya membuat papan motivasi yang isinya seperti target nilai ujian yang ingin saya capai dan tujuan-tujuan saya lainnya”*

(Yeah, I feel like I lost my motivation during my online studies, and maybe my friends feel the same way, sometimes they get bored. Usually when I feel that way, I create a motivational board that contains like a test value target I want to achieve and my other goals).

*“Jika terkait masalah motivasi, saya biasanya menciptakan tempat belajar yang nyaman bagi saya. Misalnya jika saya belajar dikamar, kamar saya harus dalam keadaan yang bersih agar saya bisa belajar dengan nyaman”*

(Related to the problem of lack motivation, I usually create a comfortable place for me to study. For example, if I study in a room, my room needs to be clean so that I can learning comfortably)

*“Menurut pendapat pribadi saya, biasanya jika sudah kehilangan motivasi saya berhenti belajar sebentar untuk menaikkan mood saya, jika saya sudah semangat kembali baru saya bisa fokus untuk belajar”*

(In my personal opinion, usually when I have lost my motivation to stop learning for a while to boost my mood, only when I am reinvigorated will I focus on my study)

*“Untuk mengatasi jika saya kehilangan motivasi sesama ketika saya belajar dirumah, saya biasanya menyiapkan snack sebelum mulai belajar, dengan melakukan hal tersebut saya menjadi lebih semangat ketika belajar ketika pandemi”*

(To overcome if I lose motivation when I learning at home, I usually prepare snacks before I start studying, if I doing that thing it was encourages me when I learning during the pandemic)

4. Bagaimana cara anda mengatasi hambatan-hambatan yang muncul selama pembelajaran online yang berkaitan dengan tugas yang diberikan oleh dosen terlalu banyak?

*“Jika tugas yang diberikan oleh dosen terlalu banyak saya harus pandai mengatur waktu, dan jika ada tugas kadang saya mengerjakan setelah tugas itu diberikan, karena akan menumpuk kalau tidak dikerjakan langsung”*

(If the task given is too much I usually have to be good at managing time, and if there is a task sometimes I do it after the task is given, because it will pile up if not done right away)

*“Biasanya saya akan mencatat atau membuat jadwal saya sendiri dan daftar tugas-tugas yang harus saya kerjakan dalam waktu dekat, jadi saya pisahkan mana tugas yang kira-kira harus diselesaikan terlebih dahulu”.*

(I usually writer down or made my own schedule and lists of my assignments that I have to do earlier, so I separated between the assignment that I have to finished earlier)

5. Bagaimana cara anda mengatasi hambatan-hambatan yang muncul selama pembelajaran online yang berkaitan dengan hambatan biaya?

*“Untuk hambatan terkait biaya, biasanya ketika saya kuliah tatap muka mendapat uang jajan dari orang tua saya. Selama kuliah online ini, saya menggunakan uang jajan tersebut untuk membeli kuota, karena banyak mata kuliah yang mengharuskan untuk join zoom dan hal itu membutuhkan kuota yang tidak sedikit”*

(For barriers related to costs, usually when I go to face-to-face college I get pocket money from my parents. During this online learning, I used the pocket money to buy a quota, because many courses require me to join Zoom meeting and that requires a lot of quota)

## Appendix 6 Research Documentation

### 1. Rural Students Barriers Google Form

The image shows two side-by-side screenshots of a Google Form titled "Rural Students Barriers". The form is displayed on a mobile device screen. The left screenshot shows the beginning of the form, including a title, a description, and an email field. The right screenshot shows the continuation of the form with fields for "Nama Lengkap", "Semester & Kelas", "No Handphone", and "Alamat Tempat Tinggal (Rumah)".

**Form Title:** Rural Students Barriers

**Description:** This google form contains the barriers faced by rural students while learning English online during the Covid-19 pandemic.

**Fields:**

- Email \*
- Nama Lengkap \*
- Semester & Kelas \*
- No Handphone \*
- Alamat Tempat Tinggal (Rumah) \*

Figure 11 & 12. Google Respondent Identity Form  
Source: Writer's Personal Documentation

The image shows two side-by-side screenshots of a Google Form titled "Rural Students Barriers". The form is displayed on a mobile device screen. The left screenshot shows the beginning of the form, including a title, a description, and an email field. The right screenshot shows the continuation of the form with fields for "Nama Lengkap", "Semester & Kelas", "No Handphone", and "Alamat Tempat Tinggal (Rumah)".

**Form Title:** Rural Students Barriers

**Description:** Read the following statement and put a tick according what you have experienced.

**Fields:**

- My family provides support while I am studying. \*
- My environment is not supportive for the learning process. \*
- My environment is not supportive for the learning process. \*

Figure 13 & 14 Google form regarding student barriers in general  
Source: Writer's Personal Documentation

Figure 15 & 16. Google form regarding student barriers in general

Source: Writer's Personal Documentation

Figure 17 & 18. Google form regarding student barriers in general

Source: Writer's Personal Documentation



The image displays two side-by-side screenshots of a Google Form on a mobile device. The status bar at the top shows 'TELKOMSEL LTE', signal strength, time '22.47', and battery level '73%'. The browser address bar shows 'docs.google.com'.

**Left Screenshot:** The question is 'The timeframe for doing the task is too short. \*'. It features five radio button options: 'Never', 'Rarely', 'Sometimes', 'Often', and 'Always'.

**Right Screenshot:** The question is 'I feel difficulty to learn English in an online way. \*'. It features five radio button options: 'Never', 'Rarely', 'Sometimes', 'Often', and 'Always'.

Below the questions, a portion of another question is visible: 'In online learning, I feel difficulty to study effectively. \*' with the same five radio button options.

Figure 19 & 20. Google form regarding student barriers in general  
Source: Writer's Personal Documentation

The image displays two side-by-side screenshots of a Google Form on a mobile device. The status bar at the top shows 'TELKOMSEL LTE', signal strength, time '22.47', and battery level '73%'. The browser address bar shows 'docs.google.com'.

**Left Screenshot:** The question is 'I feel difficulty to decide which way of learning that suitable for me. \*'. It features five radio button options: 'Never', 'Rarely', 'Sometimes', 'Often', and 'Always'.

**Right Screenshot:** The question is 'I have difficulty in terms of costs during an online learning. \*'. It features five radio button options: 'Never', 'Rarely', 'Sometimes', 'Often', and 'Always'.

Below the questions, a portion of another question is visible: 'I am less enthusiastic during an online learning. \*' with the same five radio button options.

Figure 21 & 22. Google form regarding student barriers in general  
Source: Writer's Personal Documentation

TELKOMSEL LTE 22.47 73%

AA docs.google.com

☐ Sometimes

☐ Often

☐ Always

...

I am less interested in certain subject. \*

☐ Never

☐ Rarely

☐ Sometimes

☐ Often

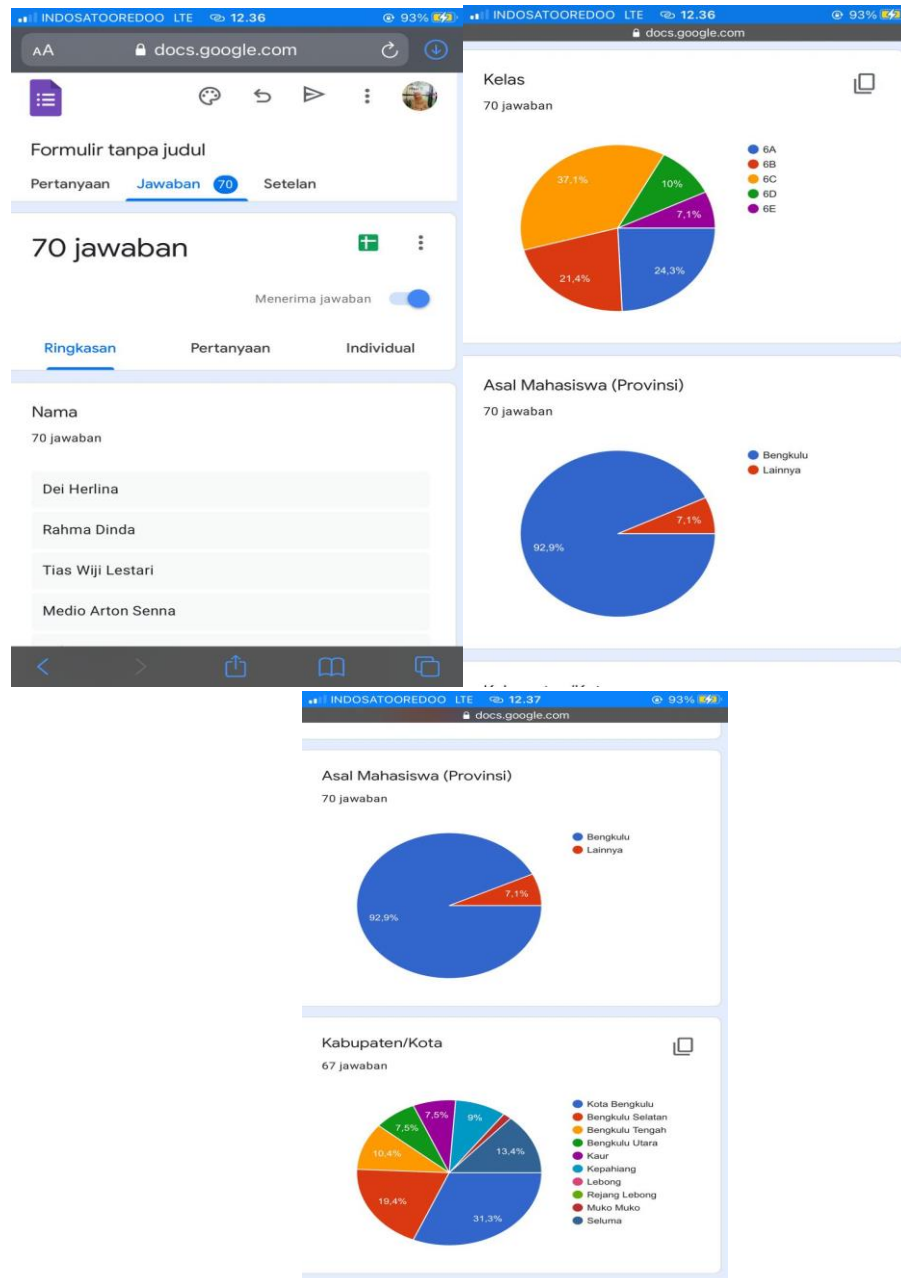
☐ Always

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Figure 23. Google form regarding student barriers in general  
Source: Writer's Personal Documentation

## 2. Respondents Origin



### 3. Interview Documentation trough Zoom Meeting Application



Figure 24. Interview with the First Respondents  
Source: Writer's Personal Documentation



Figure 25 & 26. Interview with the second and third Respondents  
Source: Writer's Personal Documentation



Figure 27 & 28. Interview with the fourth and fifth Respondents  
Source: Writer's Personal Documentation





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI**  
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Website: [www.iainbengkulu.ac.id](http://www.iainbengkulu.ac.id)

**SURAT PENUNJUKAN PEMBIMBING SKRIPSI**

Nomor: 0753/In.11/F.II/PP.009/ 02/2021

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Institut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Dr. H. Ali Akbarjono, M.Pd. 19750925200112	P I	Ria Annisa 1711230066	TBI	Rural Students' Barriers to Online Learning During the Covid-19 Pandemic
2	Zelvia Liska Afriani, M.Pd. 19940420201801	P II			

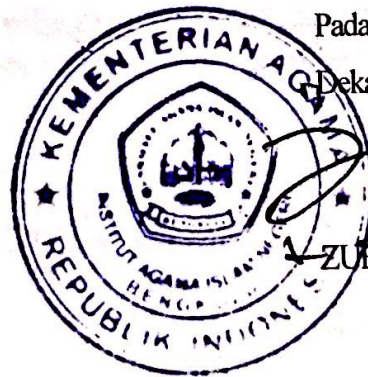
Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 2 Februari 2021

Dekan,



ZUBAEDI

**Tembusan:**

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip

**SURAT PERNYATAAN PERBAIKAN JUDUL**

Dengan Ini Saya

Nama : Ria Annisa  
NIM : 1711230066  
Jurusan/Prodi : Tadris/Tadris Bahasa Inggris

Yth. Ketua Program Studi Tadris Bahasa Inggris  
Fakultas Tarbiyah Dan Tadris  
IAIN Bengkulu

Judul skripsi : **Rural students Barriers to Online Learning during the COVID-19 Pandemic**

Menyatakan pengajuan perbaikan judul skripsi dengan alasan :

1. Kurang tepat nya penulisan judul
2. Kesalahan pada SK bimbingan dalam penulisan kata Materials menjadi Activities dan tambahkan object penelitian

Perbaikan judul yang disarankan pembimbing : **Rural Students Barriers in Learning English during the COVID-19 Pandemic (A case study conducted by sixth semester at IAIN Bengkulu)**

Demikian surat pernyataan ini dibuat sebagai syarat untuk perbaikan judul skripsi, kepada tim pemantau Skripsi Jurusan Tadris Bahasa Inggris. Saya ucapkan terima kasih.

Bengkulu, 05 Juli 2021

Disetujui oleh :

Pembimbing I

Pembimbing II

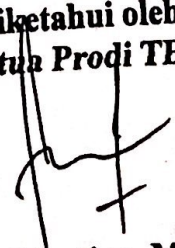
  
Dr. H. Anwar Arifin, M.Pd

NIP. 197509252001121004

  
Zelvia Liska Afriani, M.Pd

NIP. 199404202018012003

Diketahui oleh  
Ketua Prodi TBI

  
Feny Martina, M.Pd  
NIP. 198703242015032002





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Bengkulu, 13 Agustus 2021

Nomor : 3000 /In.11/F.II/PP.009/ 08/2021

Lamp. :-

Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1. Dr. H. Ali Akbarjono, M.Pd. (Penyeminar I)
2. M. Arif Rahman Hakim, Ph.D. (Penyeminar II)

di -

Bengkulu

*Assalamu'alaikum Wr. Wb.*

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Tadris IAIN Bengkulu pada:

Hari/Tanggal : Senin, 16 Agustus 2021

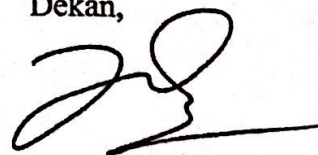
Waktu : 08.00 sampai selesai

Tempat : Gedung C4.1 (Ruang Munaqosah)

NO.	NAMA/NIM	JUDUL
1.	Echa Ananda Sari 1711230079	The Effect of Google Classroom as a Blended Learning Media Integrated with Inference Strategy on Students' Reading Ability (An Experimental Study at Grade X SMAN 7 Kota Bengkulu)
2.	Della Tia Agustin 1711230068	The Effect of Flipped Instruction on EFL Students' Motivation (A Quasi Experimental Research of SMP N 1 Kepahiang)
3.	Ridha Krismiati 1711230031	The Impact of Flipped Instructions on Students' Speaking Skills Development during Covid-19 Outbreak in Students at IAIN Bengkulu
4	Ria Annisa 1711230066	Rural Students Barriers in Learning English during the Covid-19 Pandemic (A Case Study Conducted by Sixth Semester at IAIN Bengkulu)
5	Lusiana Dewa Pronica 1711230109	English Teachers' Responses on the Effectiveness of Whatsapp Usage in Teaching English at SMPN 1 Talang Padang

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*  
Dekan,

  
ZUBAEDIN



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU**  
**FAKULTAS TARBIYAH DAN TADRIS**

Alamat : JL.Raden Fatah Pagar Dewa Telp.(0736)15276, 51171 Fax (0736)511171 Bengkulu

**PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI**

Proposal skripsi atas nama : Ria Annisa, NIM : 1711230066 yang berjudul  
**"RURAL STUDENTS BARRIERS IN LEARNING ENGLISH DURING  
THE COVID-19 PANDEMIC (A case study conducted by seventh semester  
at IAIN Bengkulu)"**. Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Senin, 16 Agustus 2021

Pukul : 08.00 s/d selesai


Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim  
penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan  
surat penelitian (SK Penelitian).

Bengkulu, 30 Agustus 2021

Penyeminar I

Penyeminar II

  
**Dr. H. Ali Akbarjono, M.Pd**  
NIP. 197509252001121004

  
**M. Arif Rahman Hakim, M.A**  
NIP. 199012150320151007





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Nomor : 3436 / In.11/F.II/TL.00/09/2021

10 September 2021

Lampiran : 1 (satu) Exp Proposal

Perihal : Permohonan izin observasi

Kepada Yth,  
Ketua Prodi TBI IAIN Bengkulu  
Di –  
Kota Bengkulu

*Assalamu'alaikum Warahmatullah Wabarakatuh.*

Sehubungan dengan pengumpulan data dan hal lain yang dianggap perlu guna menyelesaikan pembuatan proposal skripsi Program Studi Tadris Bahasa Inggris tahun Ajaran 2021/2022 kami mengharap Bapak/Ibu berkenan untuk mengizinkan mahasiswa kami:

No	Nama Mahasiswa	NIM	Prodi/Semester
1	Ria Annisa	1711230066	T. BI/ 9

Untuk mengadakan kegiatan observasi pada tanggal 10-13 September 2021 di Prodi yang Bapak/Ibu Pimpin.

Demikian surat permohonan ini kami sampaikan, atas bantuan dan kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Warahmatullah Wabarakatuh.*

Dekan,

  
Zubaedi



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Website: www.iainbengkulu.ac.id

Nomor : 4081 / In.11/F.II/TL.00/09/2021

29 September 2021

Lampiran : 1 (satu) Exp Proposal

Perihal : **Mohon izin penelitian**

Kepada Yth,  
Ketua Program Studi TBI IAIN Bengkulu  
Di –  
Bengkulu

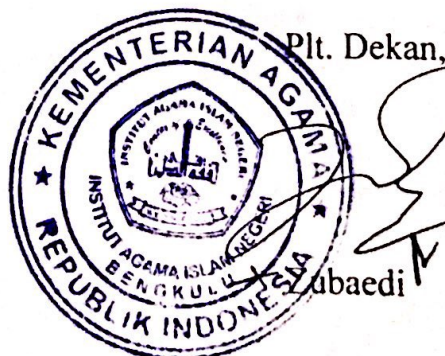
*Assalamu'alaikum Warahmatullah Wabarakatuh.*

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul ***"Rural Students Barriers in Learning English during the COVID-19 Pandemic (a Case Study Conducted at Seventh Semester at IAIN Bengkulu)"***

Nama : Ria Annisa  
NIM : 1711230066  
Prodi : Tadris Bahasa Inggris  
Tempat Penelitian : Program Studi TBI IAIN Bengkulu  
Waktu Penelitian : 28 September s/d 09 Oktober 2021

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

*Wassalamu'alaikum Warahmatullah Wabarakatuh.*







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**SURAT TUGAS KOMPREHENSIF BAHASA INGGRIS**  
DEKAN FAKULTAS TARBIYAH DAN TADIRIS INSTITUT AGAMA ISLAM NEGERI (IAIN)  
BENGKULU

Nomor: 1926 /In. 11/F.II/PP.009/04/2021

Tentang

Penetapan Dosen Penguji Komprehensif Mahasiswa Fakultas Tarbiyah dan Tadris

Atas nama Mhs : Ria Annisa

NIM : 1711230066

Program Studi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris IAIN Bengkulu menugaskan kepada Bapak/Ibu dosen yang namanya tercantum untuk menjadi penguji komprehensif mahasiswa yang tercantum namanya di atas.

NO	PENGUJI	ASPEK	INDIKATOR
1	Falahun Ni'am, M.Pd.I.	Kompetensi IAIN	1. Kemampuan membaca Al Quran 2. Kemampuan menulis Arab 3. Hafalan Surat (Ad Dhuha s/d An Naas)
2	M. Arif Rahman Hakim, Ph.D.	Kompetensi Jurusan/Prodi	1. Hapalan ayat dan hadits yang berhubungan dengan pendidikan (tarbiyah) 2. Language Skill, Vocabulaty, grammar, Speaking, Writing, Reading 3. Linguistics: Psycholinguistics, Sociolinguistics, Phology, Semantics 4. Teaching skill, TEFL< LTR, ESP, CMD
3	Endang Haryanto, M.Pd.	Kompetensi Keguruan	1. Kemampuan memahami UU/PP yang berhubungan dengan SISDIKNAS 2. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran 3. Kemampuan memahami Metodologi, Media, dan Sistem evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif dimaksud dilaksanakan dengan ketentuan sbb :

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji .
2. Pelaksanaan ujian dimulai pelaksanaannya paling lambat setelah 1 minggu setelah diterimanya SK Pembimbing Skripsi dan Surat Tugas Penguji Komprehensif dan nilai diserahkan kepada Ketua Prodi selambat lambatnya satu minggu sebelum ujian munaqosah
3. Skor nilai kelulusan ujian komprehensif, adalah 60 s/d 100.
4. Dosen penguji berhak untuk menentukan Lulus atau Tidak lulusnya mahasiswa, dan jika belum dinyatakan lulus, dosen diberikan wewenang dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan, sehingga mahasiswa dapat dinyatakan lulus.
5. Angka kelulusan ujian komprehensif adalah kelulusan per-aspek

Demikianlah Surat Tugas ini dikeluarkan, dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Terima kasih.





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**SURAT KETERANGAN**

Bengkulu, 01 November 2021

Nomor : -  
Lampiran : 1 (satu) Bukti Penelitian  
Perihal : Surat Selesai Penelitian di Prodi TBI

Dengan Hormat,

Yang bertanda tangan di bawah ini:

Nama : Feny Martina, M.Pd  
NIP : 198703242015032002  
Pangkat Golongan : Lektor (III/c)  
Jabatan : Ketua Prodi Tadris Bahasa Inggris

Menerangkan dengan sesungguhnya bahwa:

Nama : Ria Annisa  
NIM : 1711230066  
Asal Perguruan Tinggi : Institut Agama Islam Negeri Bengkulu  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Tadris Bahasa

Dengan ini telah selesai melakukan penelitian di program studi Tadris Bahasa Inggris IAIN Bengkulu, mulai pada tanggal 28 September s/d 09 Oktober 2021 dengan judul "Rural Students' Barriers in Learning English during the COVID-19 Pandemic (A Case Study conducted by Seventh Semester of English Education at IAIN Bengkulu)" Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Mengetahui,  
Ketua Prodi TBI

**Feny Martina, M.Pd**  
NIP 198703242015032002



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Bengkulu, 14 Januari 2022

Nomor : 0246 /Un.23/F.II/PP.00.9/01/2022

Lamp. : -

Perihal : Ujian Skripsi

Kepada Yth.

1. Dr. Kasmantoni, M.Si (Ketua)
2. Sepri Yunarman, M.Si (Sekretaris)
3. Feny Martina, M.Pd. (Penguji Utama)
4. Endang Haryanto, M.Pd (Penguji II)

di -

Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Jumat, 14 Januari 2022

Waktu : 08.00 sampai selesai

Tempat : C.4.1

No.	Nama/Nim	Judul
1	Muhammad Yasin Hidayatulloh 1611230099	An Analysis Of Code Mixing On EFL Remote Classroom Used By Teacher (Descriptive Study At SMPN 5 Kota Bengkulu)
2	Maisyarah 1711230040	An Analysis Self-Directed Learning In Speaking Class During Pandemic Covid-19 At SMA 06 Bengkulu Tengah
3	Ria Annisa 1711230066	Rural Students' Barriers In Learning English During The Covid-19 Pandemi ( A Case Study Conducted By Seventh Semester of English Education At UIN FAS Bengkulu)
4	Ovie Sastra Fadillah 1711230028	The Effect Of Pre-Questioning Technique On Reading Comprehension At VIII Grade Students of SMPN 06 Seluma (A Quasi Experimental Study At VIII Grade of SMPN 06 Seluma)
5	Ines Apriani 1711230107	Promotion Young Learners' Vocabulary Mastery By Using Hot Seat Game (Classroom Action Research At Seventh Grade Students of SMPN 8 Bengkulu city academic year 2019/2020)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Wassalamu'alaikum Wr. Wb.

Dekan,

Mas Mulyadi





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Nama Mahasiswa : Ria Annisa  
NIM : 1711230066  
Jurusan : Tadris Bahasa Inggris  
Program Studi : Bahasa Inggris

Pembimbing I/II : Zelvia Liska Afriani, M.Pd  
Judul Skripsi : Rural Students' Barriers  
to Online Learning During the COVID-19  
Pandemic

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
	03/2021 03	Konsultasi topik	Baca artikel final tentang topik	ZL
	14/2021 03	chapter 1	Revisi as suggested	ZL
	31/2021 03	chapter 1	Revisi as suggested	ZL
	09/2021 04	chapter 1-3	Revisi as suggested	ZL
	26/2021 04	chapter 1-3	- Perbaiki <sup>penjelasan</sup> <del>instrumen</del> subjek penelitian - Tambahkan instrumen	ZL

Bengkulu, ..... 05 Juli 2021 .....

Pembimbing I/II

Zelvia Liska Afriani, M.Pd.  
NIP. 199404202618012003

Mengetahui,  
Dekan

Dr. Zubaidi, M.Ag., M.Pd.  
NIP. 196903081996031005



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Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Ria Annisa  
NIM : 1711230066  
Program Studi : Tadris Bahasa Inggris  
Materi : Bahasa Inggris

Pembimbing I/II : Zelvia Liska Afriani, M.Pd.  
Judul Skripsi : Rural Students' Barrier in  
Learning English During the COVID-19  
Pandemic.

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
21/21 /05	chapter 3	Tambahkan data interview	ZL
02/21 /06	Acc to proposal Seminar		ZL

Bengkulu, 05 Juli 2021

Pembimbing I/II

Zelvia Liska Afriani, M.Pd.  
NIP. 199404202018012003

Mengetahui,  
Dekan

Dr. Zubaidi, M.Ag., M.Pd.  
NIP. 196903081996031005





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Mahasiswa : Ria Annisa  
 : 1711730066  
 : Tadris Bahasa Inggris  
 Studi : Bahasa Inggris

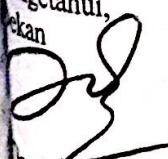
Pembimbing I/II : Dr. Ali Akbarjono, M.Pd.  
 Judul Skripsi : Rural Students Barriers  
in Learning English During the  
COVID-19 Pandemic

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
23/21/06		cek lagi paragraf ← paragraf	h
		strukturne paragraf ts akan di kembangkan ← revisi	//
		lagi ke lagi	ck

Bengkulu, ..05 Juli 2021.....

Pembimbing I/II

  
 Dr. Ali Akbarjono, M.Pd.  
 NIP. 197509252001121004

Mengetahui,  
 Dekan  
  
 Dr. Zuhriyedi, M.Ag., M.Pd.  
 NIP. 196903081996031005





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Website: www.iainbengkulu.ac.id

Mahasiswa : Ria Annisa  
: 1711230066  
: Tadris Bahasa Inggris  
: Bahasa Inggris  
Pembimbing I/II : Dr. Ali Akbarjono, M.Pd.  
Judul Skripsi : Rural Students Barriers  
in Learning English during the Covid-19  
Pandemic

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
01 / 21 / 07		Check again some errors found in literature & paragraph Complete whole dan & document Need for See to proposal the day after	

Mengetahui,  
Rekan

Dr. Zubaidi, M.Ag., M.Pd.  
NIP. 196903081996031005

Bengkulu, 05 Juli 2021

Pembimbing I/II

Dr. Ali Akbarjono, M.Pd.  
NIP. 197509252001121004



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Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Ria Annisa  
: 1711230066  
: Tadris Bahasa  
: Tadris Bahasa Inggris

Pembimbing I/II : Zelvina Liska Afriani, M.Pd  
Judul Skripsi : Rural Students' Barrier  
in Learning English during the  
Covid-19 Pandemic

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
28/10/2021	Chapter 4-5	- Revise your result and discussion	
05/11/2021	Chapter 1-5	- Revise your abstract - Pay attention to tense in chap III - Put the references	

Bengkulu, 19-Desember-2021

Pembimbing I/II

Zelvina Liska Afriani, M.Pd  
NIP. 199404202018012003

Mengetahui,  
Dekan

Dr. Zubaidi M. Ag. M. Pd  
NIP. 196903081996031005





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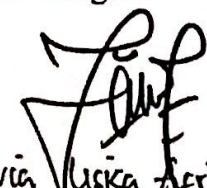
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Program Studi : Tadris Bahasa Inggris

Pembimbing I/II : Zelvia Luska Afriani, M.Pd  
Judul Skripsi : Rural Students' Barriers  
in learning English during the covid-19  
Pandemic

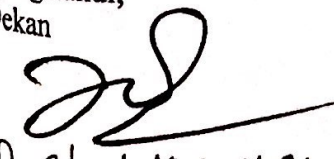
No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
3.	05/2021 /11	Write a formal article		Zf
4.	10/2021 /11	ACC to managers		Zf

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Learning English during the covid-19  
Pandemic

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
Rabu 17/11/2021	Chapter IV	Description of Research Place	✓
Rabu 01/12/2021	Chapter IV	Description of English Education Study Program	/
Senin 06/12/2021	Darsan	→ Refer to some papers such as: - Law/Regulation - Norm - Policy - Strategy - etc. - problem come. etc.	✓

Bengkulu, 19 Desember 2021

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COVID-19 Pandemic

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