AN ANALYSIS ON TEACHERS AND STUDENTS' DIFFICULTIES IN USING ENGLISH LEARNING MEDIA TECHNOLOGY IN THE COVID-19 PANDEMIC
(A Descriptive Qualitative Study at SMAN 8 Kota Bengkulu in the Academic Year 2021/2022)

THESIS

Submitted as a Partial Requirements for the Degree of *Sarjana Pendidikan* (S.Pd)
in English Study Program Tarbiyah and Tadris Faculty
UIN Fatmawati Sukarno of Bengkulu

By

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Assalamu'alaikum Wr. Wb

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MOTTO

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓا۟ إِذَا قِيلَ لَكُمْ تَفَسَّحُوا۟ فِى ٱلْمَجَٰلِسِ فَٱفْسَحُوا۟ يَفْسَحِ ٱللَّهُ لَكُمْ ۖ وَإِذَا قِيلَ ٱنشُزُوا۟ فَٱنشُزُوا۟ يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُوا۟ مِنكُمْ وَٱلَّذِينَ أُوتُوا۟ ٱلْعِلْمَ دَرَجَٰتٍ ۚ وَٱللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

You who have believed, when you are told "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then Allah will raise those who have believed among you and those who were given knowledge, by degrees.

And Allah is Acquainted with what you do.

(Qs. Al-Mujadalah: 11)

Do your own work, don't delay your work if you don't want to feel overwhelmed, look at opportunities wisely and seize opportunities carefully. Now you can wait for the future not to regret it, then do it right. God bless you. It will betray your efforts and prayers. Rest assured, Allah SWT will provide the best way for you.

"Wendi Perdiansyah"

DEDICATION

With gratitude and all my love, this thesis is dedicated to :

- ❖ To Allah SWT, as the only one of my God, I would like to say Alhamdulillah to Allah SWT, who has given me a blessing, healthy, most robust, and patience in finishing the thesis.

- ❖ My Parents, Father (Bahrin.k), and Mother (Zurida) Thank you very much for all the support, motivation, advice, enthusiasm, and prayers that have been given to your child to realize our hopes and dreams.

- ❖ To My Four Siblings (Wo Mimi, Inga Den, Do Teten, Cik Riyan) and my brother and sister-in-law (Dang kasmiran, Abang Dedi, kak Ade, Ayuk Meldha) Thank you very much for everything that you have given to me.

- ❖ My Supervisor I, Dr. Syamsul Rizal, M.Pd and Supervisor II, Pebri Prandika Putra, M.Hum Thank you very much for your suggestions, corrections, and ideas while writing this thesis.

- ❖ All lecturers of Tarbiyah and Tadris Faculty, Especially in English Education Study Programs. Thanks for everything that you gave to me.

- ❖ All of my best friends, Thanks for accompanying me and supporting me in doing this thesis.

- ❖ All members of ESCO Organizers, PASKIBRAKA, IMADIKSI 2017, and English Department (TBI) 2017.

- ❖ To all members of the Scholarship management team, especially the Scholarship of Bidikmisi Indonesia, who have helped provide education funds for those of us who are economically disadvantaged as scholarship. Thank you, Bidikmisi. Thank you Indonesia, and also thank you to the management and the big family of IMADIKSI 2017 in UIN Fatmawati Sukarno Bengkulu.

- ❖ For English Teachers and First-grade students of SMA N 8 Bengkulu.

- ❖ My beloved almamater of UIN Fatmawati Sukarno Bengkulu.

- ❖ And for all parties who have helped provide support, motivation, and direction to support the completion of this thesis.

PRONOUNCEMENT

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I hereby state this thesis titled **"AN ANALYSIS ON TEACHERS AND STUDENTS' DIFFICULTIES IN USING ENGLISH LEARNING MEDIA TECHNOLOGY IN THE COVID-19 PANDEMIC (A Descriptive Qualitative Study At SMAN 8 Kota Bengkulu)"** is my real masterpiece. The things that 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 sections in the form of repealing my thesis and academic degree.

Bengkulu, February 2022

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ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Alhamdulillah, all praise be to Allah Swt, the single power, the lord of the universe, master of the day judgment, god all mighty, for all blessings and mercies so that the researcher able to finish this thesis entitled : *"An Analysis on Teachers and Students' Difficulties in Using English Learning Media Technology in The Covid-19 Pandemic (A Descriptive Qualitative Study At SMAN 8 Kota Bengkulu in The Academic Year 2020/2021)"*. Peace is upon prophet Muhammad Saw, the great leader and the good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports and suggestions from several sides, thus the researcher would like to express his deepest thank to all of those who had helped, supported, and suggested his during the writing process this thesis. This goes to :

1. Mr. Dr. KH. Zulkarnain Dali, M.Pd, as the Rector of UIN Fatmawati Sukarno Bengkulu.

2. Mr. Dr. Mus Mulyadi, M.Pd, as the Dean of Tarbiyah and Tadris Faculty.

3. Mrs. Feny Martina, M.Pd, as the Chief of English Education Study Program of UIN Fatmawati Bengkulu.

4. Mr. Syamsul Rizal, M.Pd, as the first advisor for his guidance, precious Advices, and Motivation for the researcher.

5. Mr. Pebri Prandika Putra, M.Hum, as the second advisor for the precious Advices, Corrections, and helped to revise the mistake during the entire process of writing This thesis proposal.

6. All of the lecturers who teach the researcher.

7. All of the staff administration of library unit of UIN Fatmawati sukarno Bengkulu.

8. The big family of SMAN 8 Kota Bengkulu.

9. All of my best friends, Especially in the English program of UIN Fatmawati Sukarno Bengkulu 2017.

Finally, the researcher realized that this thesis was still far from perfect. Therefore, any suggestion and constructive criticism are always welcome for the better.

Bengkulu, February 2022

The researcher

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ABSTRACT

Wendi Perdiansyah, NIM 1711230136, 2021, An Analysis On Teachers And Students Difficulties In Using English Learning Media Technology in the Covid-19 Pandemic (A Descriptive Qualitative Research at SMAN 8 Kota Bengkulu in the academic year 2021/2022).

Advisor : 1. Dr. Syamsul Rizal, M.Pd.

2. Pebri Prandika Putra, M.Hum.

This study aims to determine what factors hinder teachers' and students' difficulties in using English Learning Media Technology in the Covid-19 pandemic. The method used in this research is descriptive qualitative. The sample of this study consisted of two English teachers and first-grade students at SMAN 8 Kota Bengkulu. Data collection techniques were observation, interviews, and documentation. This study indicates that there are two factors in technical difficulties when implementing online learning using technology-based English learning media, namely internal factors, and external factors. The solution to this problem requires an approach, motivation, support, and supervision from parents to students, then from the teachers and the school is expected to be able to increase creativity in presenting lesson material in using technology-based learning media. In this case, both in a digital platform (youtube Video) and a Device Platform (Applications). Good interaction and communication between teachers, students, and parents are expected to increase students' motivation and interest in learning using technological developments during the current covid-19 pandemic.

Keywords: Technology, English Learning Media, difficulties

ABSTRAK

Wendi Perdiansyah, NIM 1711230136, 2021, Menganalisis Kesulitan Pada Guru Dan Siswa Didalam Menggunakan Media Pembelajaran Bahasa Inggris Berbasis Teknologi di Masa Pandemi Covid-19 (Penelitian Deskriptif Kualitatif di SMAN 8 Kota Bengkulu Tahun Ajaran 2021/2022).

Pembimbing : 1. Dr. Syamsul Rizal, M.Pd.

2. Pebri Prandika Putra, M.Hum.

Penelitian ini bertujuan untuk mengetahui faktor-faktor apa saja yang menghambat kesulitan guru dan siswa dalam menggunakan Teknologi Media Pembelajaran Bahasa Inggris di masa pandemi Covid-19. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Sampel penelitian ini terdiri dari dua orang guru bahasa Inggris dan siswa kelas satu di SMAN 8 Kota Bengkulu. Teknik pengumpulan data adalah observasi, wawancara, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa terdapat dua faktor kesulitan teknis pada saat pelaksanaan pembelajaran online menggunakan media pembelajaran bahasa Inggris berbasis teknologi, yaitu faktor internal dan faktor eksternal. Pemecahan masalah ini memerlukan pendekatan, motivasi, dukungan dan pengawasan dari orang tua kepada siswa dan dari pihak guru serta pihak sekolah diharapkan dapat meningkatkan kreativitas dalam menyajikan materi pelajaran di dalam menggunakan media pembelajaran berbasis teknologi. Dalam hal ini baik berupa platform digital (Video youtube) maupun Platform Perangkat (Aplikasi). Interaksi dan komunikasi yang baik antara guru, siswa, dan orang tua diharapkan dapat meningkatkan motivasi dan minat siswa dalam belajar dengan memanfaatkan perkembangan teknologi di masa pandemi covid-19 saat ini.

Kata Kunci : *Teknologi, Media Pembelajaran Bahasa Inggris, Kesulitan.*

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CHAPTER I

INTRODUCTION

A. Background Of The Research

The development to science in technology and information is one form of progress in the era of the 21st century. This development will influence various aspects, especially in the field of Education. Education is one of the ways to achieve an educated and resourceful society. John Dewey (2003, p. 69) explains that "Learning is a process of making skills. Fundamentally, intellectually and emotionally towards nature and fellow humans". Meanwhile, according to J.J. Rousseau (1979, p. 37) explains that "Education is giving us supplies that did not exist in childhood, but we need them in adulthood".

Technology is an integral part of learning. In this era, the students and teachers are required to use have skills in using technology as a media of information. This aims to increase human resources which are, of good quality, superior, and able to face the various challenges that must be met in the era of globalization in the 21st century. The use of technology to supply learning the first is the pedagogy that students are the center of learning, the teacher has a role as a facilitator and also the integration of knowledge, secondly, this learning dies following be following the needs of students, third is facilitation related to expectations, statements, understanding, sensitivity, good feedback from students (Carrillo & Flores, 2020, p. 2).

Since Covid-19 Pandemic using technology as learning media is needed, then students learn at a safe distance, namely the implementation of online learning thus students and teachers are required to began the learning media by using Digital platform (Youtube video) and Device platform (Various Applications) that will be used. This is related to a learning theory created by Stephen Downs and George Siemens (2005), were explained how technology and the World Wide Web (WWW) create new opportunities for students to share and study. Networks have become a media for exchanging scientific, innovative knowledge, ideas, leading and developing in cultusociety's culture effort has been made to integrate technological improvements and support for learning.

Therefore the government has tried to find solutions to the problem which is being faced with reduce the impact of the Covid-19 pandemic with various considerations and strive to prevent the spread of the Coronavirus from making Work From Home (WFH) and E-learning policies by taking advantage and sophistication in the field of technology by using learning media and kinds of applications which can support the needs in several areas to remain productive during a pandemic (Zaharah, 2020, p. 1).

In the field of using technology as an English learning, media of education is needed. According to Criticos, Heinich in Arsyad, (2013, p. 3), they provide an explanation of the understanding of the meaning of media, namely as a source of connection between the two defenders who respond to each other as givers and recipients of the information.

Media is a tool that teachers can use to improve students' understanding properly and their interest in online learning than coupled with advances in technology, and it is required a level of performance to use correctly. To be innovative, engaging, applicable, student-centered, and group-based, online programs should be developed (Partlow & Gibbs, 2003, p. 849). Educators need to devote a lot of time to creating innovative methods for delivering guidance electronically. Successful online directions encourage learner's reviews, make students ask questions, and extend the learner horizon for the content of the course (Keeton, 2004, p. 75). Institutions must concentrate on pedagogical problems and through online instructions, emphasize group learning, case learning, and project-based learning (Kim& Bonk, 2006, p. 22).

However, not all students are known and qualified in the use of learning media designed and implemented by teachers, especially in terms of using English learning media because this is indeed a new thing and it takes time regarding the process of understanding in using media and based on E-Learning at this time. It was related to some provinces in a remote area that has minimal technology-based learning facilities, and the teachers do not master how to use technology as learning support which is expected to increase creativity and the variety media sources for online class learning are offered from multiple media sources for online class from various applications that can be used based on their functions and types of use.

Based on pre-observations from the results of temporary information in the field at SMAN 8 Kota Bengkulu, there were some students and teachers who faced obstacles and difficulties in online learning. In the implementation of using technology-based learning media in online learning. As well as interactions that were less active when online learning began. This was caused by several aspects that influenced and education was less activenrelated to the teachers tend the assignments that was received a few reactions. This has not solved the problem quite well and efficiently because this will actually caused various factors, including supporting and inhibiting factors in the process of used. As well as matters that will be challenges that must be faced by students and the teaching team during the use of based English learning media in current time.

Therefore, here the researcher is interested in researching the impact of factors that hinder the level of understanding of teachers and students while using English-based learning media using technology, currently online learning systems were implemented without meeting directly with the instructor team or teacher. The researcher here will raise the research entitled, "An Analysis On Teachers' And Students' Difficulties In Using English Learning Media Technology In The Covid-19 Pandemic. (at SMA Negeri 8 Kota Bengkulu of First Grade Students in the Academic Year 2021/2022).

B. Identification Of The Problem

Based on the detailed explanation in the background above, the problems of teachers and students' difficulties in using English learning media technology in Covid-19 Pandemic are as follows :

1. Teachers and Students have difficulties in the implementation of using English learning media technology in online learning in the Covid-19 pandemic.

2. Students are less motivated to implement of using English learning media technology in online learning in the Covid-19 pandemic.

3. Some factors influence teachers and students in using English learning media in online learning in the Covid-19 pandemic.

C. Limitation of the Problem

This research was focused on Analyzing What are the factors that cause teachers and First-grade Students Difficulties' in Using English Learning Media Technology in The Covid-19 Pandemic. At SMA Negeri 8 Kota Bengkulu of First Grade Students in the Academic Year 2021/2022.

D. Research Questions

The research questions of the research are formulated in the following question:

1. What are the factors cause teachers and first-grade students' difficulties in using English learning media technology in the covid-19 pandemic?

2. How these factors hinder teachers and students in using English learning media technology in the covid-19 pandemic?

E. Objectives of the research

In line with the problems stated above, the writer formulates the objectives of the study as follows:

1. To analyze the factors that cause teachers and first grade students' difficulties in using English learning media technology in the Covid-19 Pandemic?

2. To find out how these factors can hinder teachers and students in using English learning media technology in the covid-19 pandemic?

F. Significance of the research

Theoretical benefits The results of the study can be used for learning activities, Especially in overcoming the Various factors that cause students' difficulties in using English learning media technology in Covid-19 Pandemic.

1. For the teachers

Hopefully, this research can be used as a material consideration that teachers must understand to be more creative in using English learning media technology in Covid-19 Pandemic.

2. Next researchers

The researcher hopes that the result of this research might become a reference for other researchers who want to conduct further research on a similar problem.

3. For the students

By the result of this thesis, the researcher hopes that students will enjoy in the online learning process, especially in using English learning media technology in the Covid-19 Pandemic.

G. Definition of the Key Terms

1. Technology is one of the alternatives that can be used during the current pandemic, and for matters that are more useful and can be used as well as possible even during a pandemic, and learning activities can be carried out even from a distance, and students can further improve their skills and understand. Various applications of educational media.

2. English learning media is a tool that can be used to increase students' understanding of the use of English and can improve students' English mastery skills and also foster students' talents and interest in learning and mastering English using learning media sources during the pandemic.

3. Students' difficulties are various obstacles that hinder various learning activities while the learning process is taking place. This can be influenced by various factors that prevented the learning process from running well during the Covid-19 pandemic.

CHAPTER II

LITERATUR REVIEW

This chapter describes the theories related to the problems of this study, which are used a foundation and reference to give relevant konwledge in the field. This chapter also presents several similar previous studies. The analysis conducted in this research depends on some theories discussed in this chapter.

A. Teachers and Students' Difficulties

1. Definition

Students have different obstacles, and difficulties in the learning process take place. In connection with advances in technology, efforts have been made to take advantage of technological developments as a learning media to apply technology in education. According to Lyon (1996), "learning difficulties focus on the gap between academic achievement and the capacity of student's learning abilities." Several opinions which state that learning difficulties are the gap between the age of mental maturity (intelligence based on mental age, not age based on the date of birth) and the age of achievement.

According to Ertmer (1999, p. 47) referred to extrinsic problems as first-order that cited access, time, support, resources, training, then inherent problems as second-order that cited attitude, beliefs, practices, and resistance. Whereas Hendren saw extrinsic problems to institutions rather than individuals and intrinsic difficulties in the use of ICT.

The act of integrating the use of ICT into teaching and learning is a process by which the environment and people can create several hardships in various types have been used by researchers, and educators to classify issues in the use of ICT in learning institutions and several studies have divided the problems into extrinsic and intrinsic types. Student difficulties in learning are an act of a multidisciplinary concept used in scientific institutions, from the fields of education, psychology, and other sciences such as medicine. After being put together, there are several main problems, namely, (minimal brain dysfunction), (nervous disorders), (dyslexia), and developmental aphasia. (Samuel A. Krik, 1963).

This is related to students who have difficulties in learning to use learning media, which can be in the form of visual, auditory, or motoric patterns, because of disabilities such as mental retardation, emotional disorders, or poverty in the cultural or economic environment. Regarding problems regarding existing problems, it can be understood that in the use of learning media, there will be problems that arise and require solutions to minimize existing disadvantages and improve students' outcomes in using technology as English learning media which starts with understanding the concepts the use of learning media, especially learning English.

2. The problems of student's difficulties in learning, in general, these problems can be addressed as follows:

a. Teacher's Difficulties

  At the time when the situation and condition of the current learning system, there are still many teachers who experience problems in implementing technology as a learning media. Teachers should be able to improve their skills in mastering learning technology to design interactive learning materials.

Furthermore, Slameto (2010, p. 31) states the responsibilities of teachers as follows :

 a. Provide understanding to students and assistance regarding the obstacles faced by students.

 b. Try to answer student questions related to the problems they face.

 c. Provide opportunities for students to present their arguments or opinions.

 d. Evaluating the limits of students' abilities.

 e. Trying to encourage the enthusiasm of students to be more creative.

b. Student's Difficulties

  This problem is faced by students who have experienced many obstacles in the learning process. As stated earlier, there are several things related to the problems faced by students. In terms of learning readiness, this can be seen from the opportunity for learning time,

mental readiness both physically and mentally, as well as concentration and the intelligence possessed.

a. With the skills possessed to understand the subject, and students will easily understand the subject matter because this is related to the intelligence possessed by students.

b. The ability to express opinions that the character is smart and wise in finding sources to solve the problems at hand and also train self-confidence, as well as being a reference for resolving decisions that can provide significant benefits.

c. The ability to control and criticize, necessary the students to control themselves and criticism, it will be able to minimize the mistakes that have been made, it is essential to have mature readiness thus there are no problems with existing problems (Mustakim, M. 2001, p. 104).

c. Teaching Material

Teaching material is closely related to students in understanding the science of education because teaching material develops by the learning guide, namely the applicable curriculum and application in different schools. The problem of the learning curriculum, this learning curriculum develops every year in learning materials that are packaged are varied (Hartati, 2017, p. 10).

The lack of facilities and infrastructure in educational institutions greatly affects these educational institutions of facilities must be met to help teachers to access information and process data related to internet access, as well as the need for tools to help teachers in learning systems such as classroom equipment, offices, libraries, tools for student practice and equipment facilities than infrastructure both in academic and non-academic fields.

d. Environment

Based on the visible impact in the environment, that provides influences regarding the factors that cause studens lack in learning, such as the location of the school on the edge of the highway is different from the conditions of the schools in remote areas than roaming in the interior of rural schools that cause disease, lack of internet networks, and more that affect conditions in the environment.

e. Facilities and Infrastructure

The lack of facilities and infrastructure in educational institutions greatly affect teachers and students, and the institutions must be met to help teachers more easily access information and process data related to internet access, as well as the need for tools to help teachers in the online learning system, classroom equipment, offices, libraries, tools for student practice, equipment facilities, infrastructure both in academic and non-academic fields.

Students' difficulties are not felt by students who have low abilities but students with average (reasonable) abilities. Moreover, students with great skills. This is caused by certain factors that limit the achievement of academic performance that matches expectations. Students who have learning difficulties have barriers that have direct and indirect consequences in violent behavior.

For Abu Ahmad and Widodo (1991, p. 89) some of the characteristics of behavior that are indications of learning difficulties include:

a. Displays low or below the average achievement achieved by the class group.

b. The results that are marked do not balance with the efforts that have been undertaken.

c. Lack of respons in online learning.

d. Lack of attitudes that are less normal, a kind of indifference, pretending to be a lie and others.

B. Factors of Learning Achievement

1. Definition

According to Syah (2006, p. 173), The factors that affect student achievement are divided into three types, namely:

a) Internal factors (factors from within the student), namely the physical and spiritual condition of the student.

b) External factors (factors from outside the students), namely the environmental conditions around the students.

c) Approach to learning factor, which is the type of student learning effort that includes the strategies and methods used by students to carry out learning activities and learning materials. The learning factor approach, namely the type of student learning effort that includes the strategies and methods used by students in carrying out learning activities and learning materials (Syarifudin, 2011, p. 12).

In line with that Purwanto in his book, Educational Psychology states that the factors that can affect learning achievement include:

1) The factors that exist in the organism itself or individual factors.

Which includes individual factors including maturity/growth, intelligence, training, motivation, and personal factors. "The elements that exist inside the organism itself, or what we regularly call individual elements, consist of individual elements, including maturity/boom elements, intelligence, athleticism, motivation, and private elements."

2) Factors outside the individual or social factors.

Which includes social factors, among others: family factors, teachers and the way of teachingg, the tools used in teaching and learning, the environment and opportunities available, and social motivation.. "Which incorporates social variabels, among others family, components, instructors and educating strategies, devices instructing

and learning, the environment, openings accessible, and social inspiration" (Syarifudin, 2011, p. 13).

Based on the above theories, the researcher can conclude that classroom interaction is all communication between teachers and students that influence each other to achieve learning effectiveness. This means that the teacher plays an important role in controlling interactions in class. Class interaction indicators are: 1) ask a question, 2) give an opinion, 3) praise, 4) give direction.

2. Teachers and Students Perceptions

Psychologically, the assumption is related to the following facts. The assumption is a psychological skill for processing or using information received through the sense organs. A kind of statement from Akandes in his research education reports that assumptions are cognitive impressions formed from reality. It affects people's actions and attitudes towards objects. Akande (2009, p. 1) then launched the Alagbu (1999) statement, that the assumption of exploring factors, such as past experiences, current experiences, character, and motivation, is meaningful for mastering how people view the effectiveness of activities. Erma (2020, p. 15) said that the students' assumptions are psychological skills that they have for digesting and analyzing something that has happened, tried, or has already been intertwined.

3. Teachers and Students' Interaction

Interaction can be referred to as a communication process that exists in the classroom, between 2 or more people that elicits a response between one another. class interaction is the interaction between the teacher and students in the classroom where they can alternately produce interactions (Dagarin, 2005, p. 130). That is in class interaction to have both sides of the teacher and students.

In learning, class interaction is meaningful as a strategy for improving education. As expressed by Rivers, as reported in Septiyono, said that interaction is meaningful because students increase their language savings when they pay attention to other people, including teacher speech and the output in dialogue to problem-solving tasks through interaction and have learned to express their thoughts than use language for communication.

With this method, students gain experience using the language. Interaction between students and teachers is necessary that the learning media used can run smoothly and can be improved regarding teaching methods and can also be improved with various available learning media. It is needed the interaction between teachers and students.

C. COVID-19

COVID-19 is a disease caused by the infection of the SARS-CoV-2 virus, first verified in Wuhan city, in the Hubei province of China in December 2019. The infection has a predominantly respiratory transmission

and is transmitted through large droplets or aerosols, and less commonly by contact with infected surfaces or fomites.

According to Morens (2020) Coronavirus disease 2019 (COVID-19) is the third coronavirus infection in two decades that was originally described in Asia, after severe acute respiratory syndrome (SARS) and the Middle East respiratory syndrome (MERS). This flu-like pandemic was declared by WHO on March 12, 2020. The COVID-19 started as an epidemic in China before it spread throughout the world in a matter of months and became a pandemic.

According to Relman in Utami, the number of cases continues to increase over time. Finally confirmed that the transmission of pneumonia can spread from human to human. Until now this virus is quickly spreading still mysterious and research is still ongoing (Utami, 2020, p. 41). The COVID-19 infection can cause mild, moderate, or severe symptoms. The main clinical symptoms are there are fever (temperature>38 degrees Celcius), cough, and difficulty breathing.

Quoted from CNBC Indonesia as cited in Utami, the government stated the total positive cases of coronavirus (COVID-19) in Indonesia until Tuesday (4/14/2020) as many as 4.839 people. The number increased by 282 positive casepatients compared to the previous day. Government spokesman for handling COVID-19, Achmad Yurianto In Utami, said the number of death cases had 43 also increased by 60 people bringing the total

to 459 people. The number of patients recovering reached 426 people, an increase 0f 46 people compared to the previous day (Utami, 2020, p. 42).

D. Online Learning

Online learning is the application of a learning system during the Covid-19 pandemic which is the main problem because this is an epidemic that greatly affects and has a pervasive impact on community life and social relations. For Mohammadi (2010), online education is commonly spoken. as the intentional use of network data and communication technology in the teaching and learning process.

Online education can be defined by this method as well the implementation of electronic systems such as the internet, PCs, multimedia CDs whose purpose is to reduce the number of expenses as well as departures and attendance. For Goyal (2012), online education can be referred to as learning knowledge without printed education module papers. Online education is the use of telecommunications technology to deliver data for learning and training.

The advancement of data and communication technology, online education is emerging as a modern learning paradigm. Online education can be defined as science without the use of paper-printed teaching materials. Online learning is evolving into a modern educational model. One of the primary advantages of online learning is the interaction between students and teachers in the classroom.

1. The advantages of online learning were stated by Sari (2015, p. 28) as follows:

   a) Overcoming distance and time constraints

      Online learning facilitates the formation of connections that enable students to enter and explore new learning areas while overcoming distance and time constraints. This issue allows education to be accessed with a broader reach, or to be accessed anywhere and at any time, so that students can always be productive in receiving education.

   b) Encourage an active learning attitude

      Online education facilitates shared education by allowing learners to join or create learning communities that better extend learning activities outside the classroom either individually or in groups. This atmosphere can make education more constructive, collaborative, and there is a good discussion between teachers and students or between participants from each other.

   c) Build a new learning atmosphere

      Learning online makes students create areas that support education by offering a new atmosphere so that students are more enthusiastic about learning.

d) Increase learning opportunities more

Online learning increases learning opportunities for learners by offering virtual experiences and tools that save them time, enabling them to learn more.

e) Controlling the learning process

Both teachers and students can use structured and scheduled teaching materials or learning instructions via the internet so that both can take into account how the teaching materials are learned. Online education also offers teachers the convenience of checking whether student participants are pursuing uploaded modules, doing practice questions and assignments online.

f) Facilitate updating of teaching materials for teachers

Online learning allows teachers to easily update and improve textbooks uploaded via e-learning. The teacher can also choose more practical textbook that is more in line with the actual situation. That to be specific learning from domestic by utilizing the moderenity of innovative apparatuses from advanced mobilephones that past understudies had.

g) Encouraging the growth of a cooperative attitude

Online communication and interaction between teachers and students as well as between students encourage the development of a cooperative attitude in solving learning problems.

h) Accommodating various learning styles

Online learning through online learning can equip students with various (multi-sensory) learning methods, including audio, visual and kinesthetic, which can advance students with different learning methods.

2. Online learning has several disadvantages as summarized from Munir's opinion (2009, p. 174) including:

a) Using e-learning as distance learning, physically separate students and teachers, and separate students from each other. This physical separation can reduce or even eliminate direct interaction between teachers and students. This situation can cause the distance between the teacher and students to be shorter, thus affecting the success of the learning process. The community is also worried that the lack of interaction will hinder the formation of attitudes, values, morals, or social activities in the learning process so that they cannot be used in everyday life.

b) Technology is an important part of education, however, if it focuses more on technology than education, there is a tendency to pay more attention to technological or business / commercial aspects, while neglecting education, thereby changing academic abilities, behavior, attitudes, and social or social perceptions. Student skills.

c) The learning process tends towards training and education which emphasizes more on knowledge or psychomotor aspects and pays less attention to affective aspects.

d) Teachers are required to know and master ICT-based learning strategies, methods, or technologies. If you are unable to master it, the transfer of knowledge or information will be hampered, even the learning process will be hampered.

e) The learning process through e-learning uses internet services that require students to learn independently without depending on the teacher. If students cannot learn independently and have low learning motivation, it will be difficult for them to achieve their learning goals.

f) The technical weakness is that not all students have internet access facilities because they are not available or there is a lack of computers connected to the internet. It is not all educational institutions can provide manpower and infrastructure to support e-learning.

g) Lack of computer and internet operating skills more optimally.

E. The Use of Technology

Concurring to Dagarin, classroom interaction is an interaction between instructors and understudies within the classroom where they can make interaction with each other. It implies within the classroom interaction must contain both sides of instructor and understudies collectively. (Dagarin,M, 2005, p. 130). Multimedia implementation can be efficient to various audiences, if processed appropriately.

In learning English and other languages it will be easier if it is directly practiced in various conditions by linking the language being studied to several aspects seen, observed and several aspects being studied using the help of technological advances in the media sector and various existing tools regarding learning. media so that they can remain productive in learning even in a pandemic like this time.

1. The Concept of Learning Media

a. Definition of Learning Media

Media is the plural form of the word medium, so it can be interpreted as an intermediary for delivering information from one to another and can also be said to be an intermediary between sending information to recipients of information. in this case, the communication in the form of interactions between teachers and students during the learning process.

The word media comes from Latin literally medius means "middle" Intermediary or introduction. In Arabic media is an intermediary for wasail. Gerlach & Ely (1971) say that the media when understood in broad terms is human, material, events that create conditions that enable students to become capable acquire knowledge, skills, attitudes. In this sense, teachers, textbooks, and the school environment are the media. More specifically, the interpretation of media is deep the teaching and learning process tends to be referred to as graphic tools, photographic, or electronic for capturing, processing, and reconstructing visual or verbal data. (Arsyad, 2006, p. 3).

Affiliation for Instruction and Communication Innovation (AECT) defines media, to be specific all shapes utilized for a handle of data conveyance. In the interim, the Instruction Affiliation (NEA) characterizes objects that can be controlled, seen, listened to, studied or examined at the side rebellious that are utilized legitimately in instructing and learning exercises, which can impact the viability of guidelines programs.

Based on the definitions, it can be concluded that the idea of media is something that is to transmit messages and can fortify the considerations, sentiments, and eagerness of the gathering of people (understudies) so that it can energize the learning handle to happen in themselves. (Asnawir and Basyarudin, 2002, p. 1).

Based on some opinions above learning media, there could be defined that media is one of the stimulus means that can be used by teachers to deliver learning great information that could be defined that media is one of the stimulus means that can be used by teachers to deliver learning information goodly that could be defined that media is one of the stimulus means that can be used by teachers to deliver learning information.

b. Several bases for using the media

The foundation of media use

1. Philosophical basis

There is a commentary on the use of different new technology media in education that is about to have a less human impact on the education process. Other comments argue that educational media technology is used and that there are many options to increase students' human dignity and characteristics.

2. Psychological basis

The level of complexity as well as the uniqueness of the educational process, then accuracy of sorting media and methods education will greatly affect student learning outcomes. Psychological studies said that students want to be more accepting data in concrete rather than conceptual terms abstract. For Jerome Bruner, in the process education should use sequence photo or film after learning with the symbol is to use words.

According to Charles F Habban (1991) the value of the media lies in realistic level in the planting process concepts and make levels from the most real to abstract form. Edgar Dale (1969), made the psychological foundation is based on a concrete level to the abstract beginning with the learner participate in real experiences after that leads to students as observers real events, after which the observer continues towards the media, after that the presentation in symbol.

3. Technology Base

Instructional technology consists of planning, creating, introducing, maintaining and assessing systems and learning tools in both theory and implementation. Educational technology is an interconnected process environment that connects individuals, systems, inspiration, equipment, and organisation in education to analyze challenges, search for answers, execute, assess, and maintain.

4. Experimental premise

The discoveries of the investigation shows that media utilization association with understudy attributes decide learning results undergrad. When applying technology-based learning media aimd the covid-19 widespread, it is exceptionally accommodating the learning media handle proceeds to be realized appropriately and understudies indeed in spite of the fact that in an environment.

c. Media Function

1. Generate interest and motivation.

2. Reduce spoken expression.

3. As an information channel.

4. When attention increases.

5. Allows students to learn by doing (Active learning).

6. Encourage students.

7. Improve knowledge retention Learn.

Media or multimedia will affect where is active learning has a greater impact on active cognition Learning (cognitive) rather than behavioral activities (behavior). Active teaching method (game interaction and simulation) can increase understanding of goals and results learn. (Lisiwanti.R. 2015, p. 103).

d. Kinds of Learning Media

Learning media is a tool that can be used to stimulate a stimulus to increase students' interest in learning, in the teaching and learning process students are expected to be develop new ideas. According to Moore & Kearsley (2012, p. 151) in online contexts, the content aspect of learner-content interaction can refer to Power Point presentations, audio/video presentations, group projects, individual projects, and embedded course resources.

Meanwhile, according to Heinich in Arsyad (2013, p. 4) said that the media is a means of conveying from one source of information to several other sources so that the information is channeled to the recipient. And also fleming Zainiyati, (2017, p. 62) has an explanation of the media as a liaison tool to take communication between the giver and the recipient of information is straightforward and follows several rules that apply as a measure of information delivery and can increase the learning motivation of the participants students thus as to achieve a goal of implementing learning efficiently.

Based on some of the explanations regarding the theory above, it can be concluded that the media is a tool as a means of infrastructure or as a support for conventional learning so that learning goes well to increase the learning motivation of students so that it is hoped that a learning process will go well and will achieve the objectives of a learning.

e. Classification of Kinds of Learning Media

1. Audio Media

Audio media serves to transmit audio messages from the message source to the message recipient. Audio media is closely related to the sense of hearing. Examples of media that can be grouped into audio media include: radio, tape recorder, telephone, language laboratory, and others.

2. Visual Media

   Visual media are media that rely on the sense of sight. Visual media can be divided into two, namely (1) silent visual media (2) motion visual media. Visual media is for example photos, illustrations, flashcards, selected images and cutouts, frame films, frame films, OHPs, Motion visual media for example moving projection images such as silent film.

3. Audio Visual Media

   Audio visual media is a medium capable of displaying sound and images. Judging from its characteristics, audio visual media can be divided into 2, namely silent audio visual media and motion audio visual media. Silent audiovisual media include silent TV, sound series films, sound pages, and sound books. Audio visual motion media include TV films, TV, sound films, sound images.

4. Multipurpose Media

   Multipurpose Media is a medium that is adapted to the potential in an area, around schools or in other locations or in the community that can be used as a teaching medium. Examples of various media include: Blackboards, three-dimensional media, reality, and learning resources in society. The boards included in this media include: whiteboards, bulletin boards, flannel boards, magnetic boards, electric boards, and nail boards.

Three-dimensional media include: models, mock ups, and dioramas. Reality is real things as they are. Examples of real use include teachers bringing rabbits, birds, fish, or by taking their students directly to the school garden or school farm. Learning resources in the community include tourism and camping.

5. Factors that Affect Student Difficulties in Learning English-Based Online.

The financial challenges and problems students face in learning English using technology as a learning medium are caused by several factors that depend on both students and teachers. One of the teacher factors that cause students to experience difficulties in using technology-based learning media in learning English is the lack of mastery of the right learning methods and the approaches to be used in each different class (Sari, 2019, p. 25).

2.1 Indicators table of Teachers and Students ' Difficulties English Learning

No	Indicators	Sub indicators	Checklist
1.	Internal	- Internet access	
2.	The Implementation of Online Learning	- Motivation - Interest - Teacher's Explanation - Student's Participation - Assignments	
3.	External	- Economic - Environment - Parents - School	

F. Previous Related Study Technology in Covid-19 Pandemic.

No	Title , author and years	Goals	Method	Result
1.	Analisis Kesulitan Belajar Siswa Pada Materi Pelajaran Bahasa Inggris Kelas VIII Di SMPN 1 Sawahan Madiun Semester Genap Tahun Ajaran 2010-2011. **ITA WIDIYAWATI** (2011)	1. mengetahui jenis-jenis kesulitan belajar siswa dalam pembelajaran bahasa inggris. 2. mengetahui tentang kesulitan siswa didalam memahami konsep dan kosa kata. 3. mengetahui upaya-upaya pemecahan masalah dalam kesulitan belajar siswa.	Deskriptive qualitatif.	1.jenis-jenis kesulitan belajar yang dialami siswa dalam menyelesaikan materi pada mata pelajaran bahasa inggris dilihat dari aspek reading, listening, structure, dan writing yaitu memahami konsep dan kosa kata. 2.yang menjadi faktor-faktor penyebab siswa mengalami kesulitan belajar berupa aspek kognitif dan afektif. 3. upaya upaya yang bisa dilakukan yaitu dengan cara memperbaiki pengajaran.
2.	The Analysis of Teacher and Student's Talkin the Classroom Interaction by Using fiacs (A Descriptive Research at Tenth Grade of SMAN 02 Bengkulu Tengah in Academic Year 2019/2020) **SITI NUR PATIMAH**	-To find out the percentage of talking time the teacher and students spent during the classroom interaction at SMAN 02 Bengkulu Tengah -To figure of characteristics of teacher talk in classroom	Descriptive qualitative research	The results of this research are about the percentage of teacher talk, characteristic of teacher talk. -Characteristic of the teacher talk are content cross, teacher control, and students participation.

	SIREGAR **(2020)**	interaction at SMAN 02 Bengkulu Tengah -To investigate the types of teacher talks used in English classes at SMAN 02 Bengkulu Tengah		
3.	The Implementation of CALL (Computer Assisted Language Learning) in EFL Classroom (at SMA Negeri 2 Kota Bengkulu in Academic year 2019/2020) **SELVIA IRAWAN (2020)**	This study explores the implementation of CALL in the EFL classrooms at SMA Negeri 2 Kota Bengkulu and teachers' percseptions of possible barriers to its implementation.	A descriptive qualitative study	The findings revealed that The EFL teachers in this school have a positive reaction in applying CALL as an English learning media despite they have limited computer skills. It is believable that computer technology could be used as a valuable instrument in reinforcing students to learn English by providing them a variety of language inputs and developing students' language skills in real and authentic learning environment.

CHAPTER III

RESEARCH METHOD

A. Research Design

The Approach of this research was used a qualitative method. The approach to be used in this research is based on the cases at hand studied and explored by the researcher, namely an analysis of teachers' and students' difficulties in using English learning media technology in the Covid-19 Pandemic. Qualitative methods are used to obtain in-depth data that contains meaning. The meaning is actual and definite data that is a value behind the visible data (Sugiyono, 2012). Then as a suggestion that a narrative approach is purposeful to gain insight into several aspects of a person's life that other qualitative approaches cannot reach (Riessman, 2008).

According to Creswell (1994, p. 4), qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem (septiyono, 2020, p. 25). According to Bachir (2010, p. 50) "Qualitative research is inductive, researcher allows problems to arise from data or left open for interpretation". By using data analysis, namely observations, interviews, and documentation, the researcher interpreted correlation among advances in technology during the current situation regarding factors that affect students' understanding of the use of technology as a learning media in the current situation.

The purpose of a qualitative study is to describe the empirical reality of the phenomenon in depth then this qualitative study is taking place in the classroom and the main point of this research is to collect the data qualitative. Data will be on look closely, including descriptions in detailed descriptions Contains notes and results of in-depth interviews, analyze documents and records.

The researcher was used descriptive methods to design. In other words, it is a research method that seeks to describe and explain real objects. The descriptive method is implemented because the data analysis is descriptive. The statement in Bogdan and Taylor argues in the "Method". Descriptive is a research procedure that produces descriptive data. The written or verbal expressions of people and the behavior you will see". (Moleong : 2010, p. 50).

Based on the statement above, it shows that the descriptive method is a research procedure that produces descriptive data in the form or written form of human speech and observable behavior. In this case, the researcher was chosen the descriptive method because researcher was collect descriptive data, most of the data were wrote in the form of reports and descriptions, and it does not prioritize statistics although it does not reject quantitative data, according to the instructions above, this study aims to analyze the factors that cause teachers and students difficulties in using technology as English learning media.

The research has two main objectives, namely: 1) description and disclosure (with Description and exploration), and 2) description and explanation (description and explanation). Based on the objectives to be achieved, qualitative research uses data as a collection of tools that fulfill its purpose. Since qualitative is a research method, qualitative was selected Generate descriptive data in written or spoken expressions People and behavior are observable, then the researcher intends to understand the teaching process with analysis on factors causing first-grade students' difficulties the implementation of technology as English learning media off first grade students at SMAN 8 Kota Bengkulu.

B. Research Setting

In the study, the research was conducted at SMAN 8 Kota Bengkulu, which is located at Jalan WR. Supratman, No. 18 RT 007, Pematang Gubernur, Kecamatan. Muara Bangka Hulu, Kota Bengkulu, Bengkulu 38119. This is one of the schools located in Kota Bengkulu, It is about less than 30 minutes from IAIN Bengkulu. Based on the previous study, the researcher found the lack of use of technology as a learning media because several factors prevent students from using technology-based learning media.

C. Research of Subject

The subject of this research was conducted to the first-grade students at SMAN 8 Kota Bengkulu, there is a reason the researcher had chosen them, They are not active students and are interested in using technology as learning media. The researcher find out what are factors have made there did not interested in using technology as learning media then, the researcher looked for data that shows whether there did not interest is caused by several factors beyond that by investigating their classroom interaction.

D. Source of Data

To get the data in this study, the researcher took the data through several sources, the research subjects are students and teachers interaction, teaching and learning process, material when online learning uses learning media, notes taken by interviews, and documentation. In other words, this data source learning is all elements of the teaching and learning process carried out by English teachers and students of SMAN 8 Kota Bengkulu.

E. Technique of Data Collection and Research Instruments

In this study, the researcher has used observation sheets and interview sheets as well as documentation as instruments for this research.

1. Observation

This is one of the methods used by researcher to be able to collect data, So the data obtained is the correct data based on the results of observations, not the result of engineering, through this observation sheet

will also make the data obtained neatly arranged and the researcher can see and observe directly how is the condition of learning in the real field, How the teaching system takes place (Kumar: 2007). As well as researcher obtain and find things that can be additional data for the accuracy of the data to be obtained.

The researcher was made observations to observe conditions and facts in the field during the teaching and learning process. At the time of observation, the researcher was focused on indicators of the teaching and learning process system, which are divided into several indicators that become benchmarks for researchers to be able to provide appropriate information, first, students' ways of learning motivation and intelligence. After obtaining data from the observation results, The data were summarized and grouped in resume and grouped into the reduction of the data process in the data analysis technique and was compared with the next research instrument, namely the interview and documentation.

Table 3.1 Observation Guidelines

For An Analysis On Teachers and Students' Difficulties In Using English

Learning Media Technology In Covid-19 Pandemic.

No	Indicators	Sub Indicators	Statement (Example of Learning)	No Item	Amount
1	Technical Difficulties	Internet Access	Students are often constrained by signals when learning English based online	1,2	2
			Students often run out of quotas during online-based English learning		
		Student incapacity in online learning	Students have not maximally studied online because they do not have adequate cellphones/laptops.	3,4,5	3
			Students are not maximal in learning English based online because students are not proficient in using online learning applications		
			According to students, the application used to learn English is less suitable for use.		
2	Implementation of learning	Student motivation and interest	Students are not excited when online-based English learning begins.	6,7,8,9	4
			According to students learning English based online is difficult and boring.		
		Teacher's explanation	The teacher's explanation in learning English in student opinion is not interesting		
			The teacher's explanation in online-based English learning is difficult to understand.		
		Student's participation	Students rarely attend E-Learning-based English classes.	10,11,12,13	4
			E-learning-based English learning makes students not		

			independent in doing assignments.		
			Online-based English learning makes students inactive during the learning process.		
			During the online learning process, students do not always understand the steps of learning activities.		
		Assignments	Students feel overwhelmed by the English assignment given by the teacher online.	14,15,16	3
			The questions given by the teacher regarding learning English are difficult to understand.		
			Giving English assignments online makes it difficult for students to do assignments.		
3	Difficulties of external (environment, parents, and teachers	Economic	During online learning students often find it difficult because there is no money to buy quota.	17	1
		environment	Parents of students are not supportive and do not encourage.	18,19	2
		parents	Students are lazy to participate in online-based English learning because no one around the student's place can help with the assignment.		
		schools	The homeroom teacher does not encourage learning English online.	20,21	2
			The English teacher does not give us support or encouragement when learning online.		
		Amount			21

2. Interview

The interview is the next stage of research after making observations, which is a way that can be used to obtain data directly from students as respondents, here the researcher could ask directly about the things are the points in the problem being discussed and the cause is investigated through the responses and views of the students regarding the situation of the teaching system applied by the teachers, the indicators of this observation sheet consisted of three indicators namely high achiever way of term, motivation, and intelligence.

To maximize the data sought, the researcher was used direct interviews with students as participants, according to Hasan as cited in Dayu, that interviewing is a method or way that can be used to collect data that can be obtained directly from participants by giving direct questions. After getting answers from the students, the researcher can write and record several things. (Septiyono, 2020 p. 27). That is included in the research points and also classify which problems are the most dominant faced by students.

**Table 3.2 Interview Guidelines For An Analysis On Students'
Difficulties In using English Learning Media Technology in Covid-19
Pandemic.**

No	English Teacher 1	English Teacher 2	First-Grade Student
1.	1. What are the steps for learning English based online learning?	1. What are the steps for learning English based online learning?	1. Do you feel difficult with internet access when implementing the online learning process?
2.	2. According to you, whether online-based English learning has been done effectively? If not, why?	2. According to you, whether online-based English learning has been done effectively? If not, why?	2. Are there any difficulties that you as students feel in online learning? Do you understand how to use the instructional media chosen by the teacher?
3.	3. Is the English learning material taught during online learning completed according to the planning target?	3. Is the English learning material taught during online learning completed according to the planning target?	3. Is there any of your strong motivation and interest to keep learning even though it is online?
4.	4. According to you, how do students respond during English online learning?	4. According to you, how do students respond during English online learning?	4. Is the explanation of the subject matter by the teacher easy to understand?
5.	5. According to you, is it difficult to convey English language material online? What is the reason?	5. According to you, is it difficult to convey English language material online? What is the reason?	5. Do you participate when the teacher explains the lesson?
6.	6. What are the difficulties that you face during learning English based online and	6. What are the difficulties that you face during learning English based online and	6. Is Giving Tasks online any more difficult than face-to-face school?

	how are you dealing with it?	how are you dealing with it?	
7.	7. What is the form of evaluation of learning English based online as well as how the student learning outcomes?	7. What is the form of evaluation of learning English based online as well as how are the student learning outcomes?	7. In a situation of economic hardship like now, what are the obstacles that you face?
8.	8. What obstacles did you face during the learning evaluation English based online? How are you trying to overcome it?	8. What obstacles did you face during the learning evaluation English-based online? How are you trying to overcome it?	8. Is there any encouragement from the environment and parents when you are studying online?
9.	9. What media do you use for learning media online? Have you mastered how to use it? What are the obstacles according to the mother?	9. What media do you use for learning media online? Have you mastered how to use it? What are the obstacles according to the mother?	9. Is there any support from the school so that you can still do online learning?
10.	10. Was there any separate training beforehand for students and students on the use of instructional media when learning began?	10. Was there any separate training beforehand for students and students on the use of instructional media when learning began?	10. Is there any tolerance given by the teacher when you are late for online classes?

3. Documentation

Documentation considers being an information collection strategy that is not directly appeared to the investigate subject. This documentation method aims to add and amplify the information used. Documentation is also used as a visual fact which reports that researchers do indeed carry out interviews with dependent sources. Documentation study such as a source of subjective research data to gather information. Concurring to Sugiyono, "Reports are records of past occasions. Reports can be within the frame of composing, pictures, or amazing works by somebody "(Ahdiani, 2013, p. 9).

In other words, documentation ponders to a procedure of collecting data by considering and investigating a few reports to get the data the analyst is searching for. In this think about, analysts took a few records from SMAN 8 Bengkulu City. The documentation may be a school profile, school rules, a plan of educating and learning exercises as well as the vision and mission of the school.

F. Data Analysis Technique

In analyzing data, the researcher had used the Attractive Analysis (
Miles and Huberman, 1994, p. 12).

Figure 1:

Components of Data Analysis: Interactive Model

Miles and Huberman
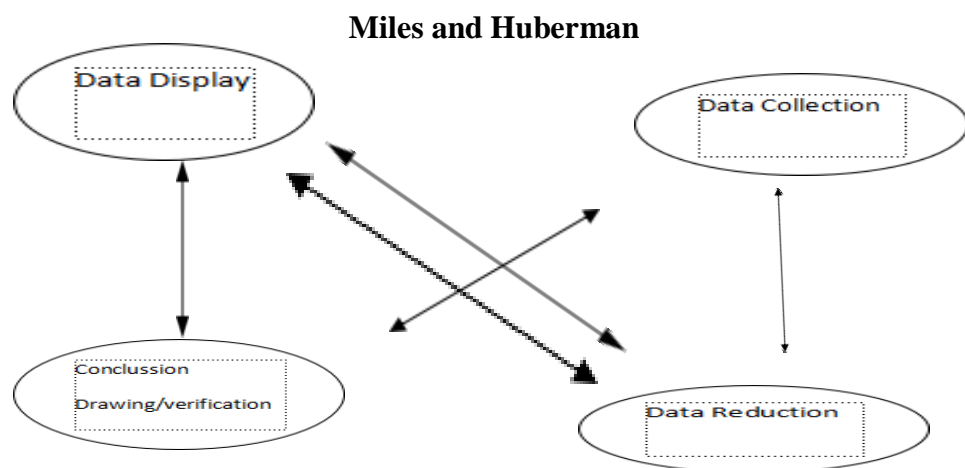
From figure 1 above, the procedure can be described in the following details:

1. Data Reduction

After obtaining some data that can be used as a source that can be
tested for the truth and authenticity of the data, based on observation sheets,
interview sheets, and documentations. The next step here is that the
researcher was selected and selected the important things concerning
information and refer to research problems. Then was selected and group
several points that are the topic of discussion and also the factors that make
learning with the use of technology-based learning media can not be
maximized its use.

2. Data Display

In data display it is referred to a data refinement process that could be developed later, this is useful to help the researcher understand data acquisition based on the data obtained, regarding various sources of information that the researcher has obtained, the next step is to conclude and then take an action. In making the data could be displayed in the best understanding, this was displayed to display the documentation data, Interview data, and observation data that were reduced into the table form and described the data in narrative text. Hence, the researcher arranges the data in the table to be easier to understand.

3. Drawing Conclusion and Verification

Verification means the processes which can answer the research question and research objectives and also the goals and significances of the research. In qualitative research, the characteristic of the conclusion is temporary. In this research, the conclusion would do by comparing observation data, interview data, and questionnaire data. It can change if the researcher does not discover strong evidence to support the next collecting data. However, the conclusion in the previous data can be evidenced by validity and consistency when the researcher is going back to the field, So the conclusion is credible. Observation data will be forceful by interview data also interview data to validating all the data that have been collected. In this research, the researcher concludes the data display.

In short, the steps in analyzing the data are: (1) the researcher collects the data through interviews, observation, and documentation. Then, the researcher selects, identifies, and focuses on the data by referring to the formulation of the research problem. (2) After selected the data, the researcher displayed those data in a good table. (3) After displaying the data, the conclusion is drawn. Moreover, to get the validity of data, the interview is supported by documentation. Thus, the researcher would get the conclusion of how the classroom interaction is between teacher and students in the online class.

G. Trustworthiness

The validity of the result of the study is important in research. In qualitative research, there are some techniques used by the researcher to make the research data valid. Therefore, the researcher used triangulation to check the validity of the data. Triangulation is a technique to check the trustworthiness of data. According to Sutopo in Kasiyan, He revealed four kinds of triangulation techniques, They are 1) Data triangulation, 2) Investigator triangulation, 3) Theoretical triangulation and 4) Methodology triangulation. (Kasyan, 2015, p. 5).

1. Data Triangulation

Triangulation is the process to recheck and compare the information the researcher gained from distinctive types of data to decrease bias in the result. For example, Comparing the results of the interview, documentation, and The result of observation. Source triangulation refers to comparing (checking) the information obtained through various sources. In this study, files researchers tried to combine the three data sources (in-depth interviews), namely, the English Teacher 1, English Teacher 2, and FIrst-Grade students'.

Figure: 2

It can be seen on the following scheme:
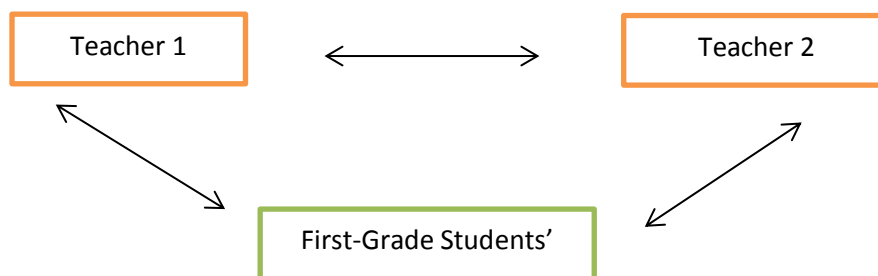
2. Investigator Triangulation

Investigator Triangulation is significantly enhanced by the ability to validate conclusions through investigators without prior discussion or consultation between them. It is particularly important in the collection, Reporting, and Analysis of data to decrease bias.

3. Theoretical Triangulation

Theoretical Triangulation is using the theory to check the situation and the phenomenon. The goal of it is to see the situation or phenomenon from a different perspective. The more divergent they are, The more likely they are to identify the different issues or concerns, the different theories do not have to be identical or compatible.

4. Methodological Triangulation

Methodological Triangulation is using some methods to conduct some situations or phenomena. The aim of it is to decrease your bias and deficiencies. Methods triangulation's core strength is its ability to reveal significance. Discrepancies or relevant details that could have to stay undiscovered in the analysis using one method or data collection technique.

Figure : 3

Triangulation method
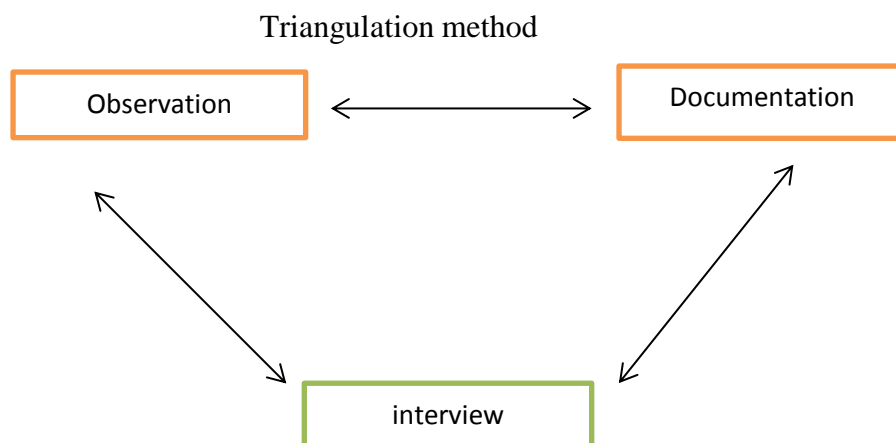
CHAPTER IV

RESULTS AND DISCUSSION

This chapter has explained the description of the results of descriptive analysis of research on 1). The factors that can cause teachers and first-grade students' difficulties in using English Learning Media Technology in the Covid-19 Pandemic. 2). How can those factors hinder teachers and students in Using English Learning Media Technology in the Covid-19 Pandemic. (A Descriptive Qualitative Study At First Grade Students of SMAN 8 Kota Bengkulu).

A. Results

This research was conducted on 12th July 2021 at SMAN 8 Bengkulu. The research was conducted through observation, interviews, and documentation with the research subjects. The research results were analyzed by researchers using descriptive qualitative techniques, which means that the researcher described, and interpreted all the data collected so that they were able to obtain a general and comprehensive situation.

1. Learning System of SMAN 8 Kota Bengkulu

Currently, SMAN 8 Kota Bengkulu has implemented online learning as expressed by the Indonesian Ministry of Education Nadiem Makarim through decree no 4 the year 2020 which is content about implementing Education policies in the emergency phase of the pandemic of Corona Virus. From the results of observations and interviews, it shows that there are difficulties faced by teachers and students in using digital platforms and device platforms as Technology-Based English Learning Media in the Covid-19 Pandemic.

2. Description of Subject

The subject of this research was the first-grade students and English teachers of SMAN 8 Kota Bengkulu who has passed online learning by using English learning media technology in the Covid-19 Pandemic. The researcher focus with analyzed the factors that caused teachers and first-grade students' difficulties in using English learning media technology in the Covid-19 Pandemic and discovered how these factors hindered teachers and students in using English learning media during the Covid-19 Pandemic.

3. Description of Results

In this research, the researcher has used observation, interviews, and documentation methods related to the title of the research, namely "An Analysis on Teachers and Students' Difficulties In Using English Learning Media Technology in the Covid-19 Pandemic." The researcher briefly described the research findings that had been carried out. Based on the results of the research, it shows that informal Education Institutions, namely SMAN 8 Kota Bengkulu, Especially on Teachers and First-grade Students have taken online learning by Using English Learning Media Technology in the Covid-19 Pandemic.

The subject in this research were English teachers and students who have difficulties in using English learning media. Based on the data that the researcher found in conducted preliminary research there were 7 Students and 2 English Teachers as the subject of this research. The researcher was found the problem that affects teachers and students difficulties in using English

learning media technology such as Digital platforms (Youtube) and Device platforms (Applications) such as Google Classroom, Zoom, Telegram, Whatsapp Group, Google Document, Google form. That the application of English learning media has been implemented by the teachers. Based on the results of the observations, it was found that the factors have been influenced and hindered teachers and students in using English learning media technology in the Covid-19 Pandemic.

The same thing could be seen in the following table of observations below:

Table 4.1 Observation Guidelines

The learning process in using English Learning Media Technology in the Covid-19 Pandemic.

No	Indicators	Sub indicators	Checklist
1.	Internal	- Internet Access	
2.	The Implementation of Online Learning	- Motivation - Interest - Teacher's Explanation - Student's Participation - Assignments	
3.	External	- Economic - Environment - Parents - Schools	

Based on the observation, the implementation of English learning media has been implemented by the teachers. It was found internal and external factors have been influenced and hindered online-based learning in using English learning media technology.

1. **The factors that were caused teachers and first-grade students' difficulties in using English learning media technology in the Covid-19 Pandemic.**
   a. **Internal Factors**

   1). Internet Access

   In the current time to apply online learning is needed the strength of internet access. In this case, related to the lack of internet access because not all of the students in SMAN 8 Kota Bengkulu have a strength of internet access to take online learning but some students have difficulties regarding the network and availability of data plans.

   As stated by students below :

   This was expressed by Faizal Apriansya X IPS 2 who said that :

   > *"When there was an online subject I have to find an internet access because there is lack of internet access at my place so I have to find out internet access to take part of online learning in using English learning media."*

   The same thing was said by Kiki Fitriani X IPA 1 Who was said that :
   > *"Sometimes my data plan runs out when I took online learning, I did not have enough money to buy data plan while my parents have to work."*

Based on the data above that indicated the difficulties were faced by students in participating in online learning and these show that students have difficulties of internet access then the limitations of data plan. In other words that not all students have a strong network and data plan to take online learning. The difficulties faced by students that make students unable to participate in online learning effectively are influenced by low of internet access and refer to the limited data plans of students to participate in online learning during the current covid-19 outbreak.

b. The Implementation of Online Learning

1). Students Motivation and Interest

The motivation and interest of students in following the subject of the study are needed during online learning. The students remain to be productive then continue to take distance learning, this was contrary to what is felt by students in SMAN 8 Kota Bengkulu because of the existence of several things that affect students in online learning.

As said by Alvi Saptra X IPS 2 said

> *"The material that has been given by the teacher is difficult because the explanation is limited so it is difficult for us to understand and sometimes there are also teachers who only give the assignment."*

This is also the same as what Siswanto X IPS 3 said he said that:

> *"When I have online lessons, I am often careless sometimes because I stay up late and also careless as a result of social media than playing games."*

Based on the explanations above, it was explained that there was no motivation and interest of the students in online learning because it was difficult to understand the explanation material by the teacher and the students not focused because of social media then students had lost of time because online games and the assignments piled up.

In online learning by using learning media during the current covid-19 pandemic goes according to the planning target. Some things need to be considered, namely the importance of student motivation and interest in participating in the implementation of online learning. The role of teachers and parents must be improved, teachers must improve skills in using learning media to design learning materials properly through the media used. In addition to the role of teachers, the role of parents must also be increased by supervising and providing encouragement to students, besides that parents must pay more attention to students by taking a good approach to students. Thus that parents understand what obstacles are faced by students that parents can provide what students need. This is done Thus that students can take part in online learning and provide feedback or respond by doing the tasks that have been given by the teacher. This is very important to increase and increase students' knowledge of English learning materials and can improve students' skills in learning English by using learning media.

2). Teachers Explanation and Students Participation

The explanation of the teacher is expected to improve students' understanding and enhance the participation of students in the subject matter well but in the implementation of online learning some factors influence and due to the limitation of the teacher resources and the lack of facilities to support online learning then students' abilities are limited.

As said by Novi fitri mulyani X IPA 3 that:

> *"We rarely respond to the explanation of the material presented by the teacher because sometimes we felt lazy and we also have a lot of assignments at home."*

Including Riansyah X IPS 2 also expressed his opinion that:

> *"We did not understand the meaning of the English sentences and the material is difficult to understand, the teacher's explanation is limited so we do not know when the teacher asks and we just silent without any response."*

Based on the explanation above, the students explained that they rarely responded because they did not understand the subject matter well even though the teacher had given an explanation and students lack vocabulary and there was no interest in an independent study. To increase student participation in online learning using technology-based English learning media through device platforms and digital platforms during the current covid-19 pandemic, the creativity of teachers related to skills in using media-based learning technology must be improved so that they can provide interactive learning models by packaging learning materials so that the subject matter given to students can attract

students' attention that there is a good pattern of interaction between teachers and students. Then there are also things that the teacher must pay attention to when giving an explanation of the subject matter taught to students, the teachers must explain the subject matter well and easy for students to understand so that students understand the subject matter that has been given by the teacher and does the tasks given well. and following the target of the learning objectives that have been made by the teacher as a teacher.

3). Assignment

The assignment of the teacher is important to train students to think critically then hone their abilities to more understand the material being discussed, this is where teacher creativity is expected to take students are more interested and done the assignments well but there was no response from students in online learning. to attract students' attention during online learning using English learning media during the current covid-19 pandemic, creativity and skills in using learning media must be improved and teachers should not give assignments that are difficult for students to understand then not provide complex tasks to do so that students do not get bored easily following online learning with this, teachers must pay attention to the situation and conditions of students' abilities.

As said by the First English Teacher, she said that :

> *"We have tried to provide good learning material and following the lesson plans that have been made, but when learning begins, it turns out that very few students respond to the subject matter ."*

The same thing was also expressed by the Second English teacher she said:

> *"It was lack of student response, this can be seen when collecting assignments, that there was no internet signal, and did not have an Android phone."*

Based on the explanation of the teacher above, it was explained that the lack of students responses in learning and other things that affect students' such as data plan, and according to the teacher's, there were of them did not submit their homework because they have technologically stuttering and students did not have sophisticated android phones to take online learning.

c. External Factors

1). Economic Difficulties

At the current time, the lack of Economy because of the Covid-19 Pandemic has affected the parents of students. They have sufficient finances to meet the needs of students' facilities in learning at home because those who are daily workers and will find it difficult to meet the student's quota. It is could be seen in the day how many Giga Bite of a data plan is needed to finished assignments and to took online meetings.

As said by Faizal Apriansya X IPS 2 that :

> *"It's difficult for me, especially since I live with my grandmother and where my grandmother's house the internet access doesn't exist, to take online learning and my grandmother who has limitations in the economy, this is related to lack of finance."*

And also Riansyah X IPS 2 said :

> *"I ran out of data plan, during online learning. My parents had already left for work, so I had to go find internet access, in this case, I can not take online learning because I do not have money to buy a data plan."*

Meanwhile, Oktaviani Sagala X IPA 4, said that

> *"I did not take online lessons and was late in submitted my assignments and school assignments piled up, I did not have money to buy a data plan and my parents did not have money and limited finances for daily needs."*

Based on the explanations of the students above, it is explained the lack of internet access and students are constrained of a data plan then the lack of finance faced by students. The student parents have gone to work early in the morning then the parents of students have limited for daily needs. Based on the student's explanation above, it is explained that students also experience obstacles in the economic field, namely about the finance which refers to finance so that this causes them difficulty in participating in online learning using technology-based learning media which is divided into two parts, namely device platforms (Applications) and digital platforms (youtube).

In addition, where they live, the internet network is also problematic so that students have difficulty participating in online learning and are late in doing the assignments given by the teacher. The main thing that must be considered to be able to take part in online learning is that students must have facilities that can support students to be able to take part in online learning. This refers to the availability of internet access and student data quotas that must be met to be able to connect to the internet to be able to take part in online learning using technology-based learning media during the current covid-19.

2). Environment and Parents

Encouragement of the environment and support of parents are expected to the students continue and remember their obligations to learn and do the assignment of the teachers based on the schedule. so that learning runs effectively and according to the targets that have been planned but this does not well because of the lack of support from the environment that refers to students' friends when playing in their daily lives and the lack of parental attention to students so that students feel free because they do not there is supervision in the form of controlling and encouraging motivation from parents to students to keep the spirit of learning.

As said by Novi Fitri Mulyani X IPA 3 that:

> *"It's rare because my parents sometimes go to work early and When I was taking online learning, my mother gave me assignments to go shopping, cook, wash and have to clean up everything related to the previous homework and then continue to do schoolwork after everything was finished, in the end, I couldn't understand the subject matter well."*

And also Faizal Apriansya X IPS 2 said that:

> *"I live with my grandmother and they didn't know anything about online learning and where I live, the lack of internet access."*

This was also said by Sandi Siswanto X IPS 3, He said:

> *"It's rare because my parent was busy in the morning, they leave for work and back to home at night."*

Based on the explanations above parents did not pay attention and control to students because they were busy to worked and when students took online learning, it was not uncommon to give orders to students for previous homework. This is what causes students to be less active in participating in online learning because of internal factors related to the internet network and student internet data quotas. The lack of internet networks makes it difficult for students to access online learning and the lack of student data quota needs causes students to also be unable to access the internet to submit assignments and find out the information provided by the teacher through the learning media that has been used. Therefore, internal factors greatly influence students in participating in online learning.

3). School

The support of the school is an important tool on manage and provide the site as a media for learning and implementing technical lessons remotely then schools must be ready and overcome technical errors and manage schedules as well as provide training to teachers to master IT and develop teaching materials well.

As expressed by the First English teacher said that:

> *"Currently schools have been trying to provide services to students in particular and also teachers so that we hope that enthusiastic students participate in the lessons well because the teachers and the distance teaching team have put in their efforts and are trying well so that distance learning can be implemented."*

And also as the Second English teacher said:

> *"Currently, the school has been trying so that students can continue to take online lessons or study from home and it is often also called remote learning."*

The same thing was also said by Sendi Siswanto X IPS 3 He said that:

> *"Actually, we have received a data plans from the Ministry of Education and Culture proposed by the school but the quota is limited and only for opening learning applications but usually we need internet quota to browser the material but we would like to thank for the attention from school and we got it once a month."*

As said by Faizal Apriansya X IPS 2 He said that:

> *"I did not get a data plan, there's absolutely nothing, I did not know what the cause is, maybe there is an error or it's limited."*

Based on the explanation of the students and teachers that the school has tried to provide the facilities of teachers and students even though some students do not get internet access but it is hoped that the school will be more selective and improve services and complete the facilities needed by teachers and students.

2. How can those factors hinder teachers and students in using English learning media technology in the Covid-19 Pandemic.

Based on the problems the factor that was caused teachers and students' difficulties in using English learning media technology in the Covid-19 Pandemic. It could be seen below :

a. Internal Factor

Situational influences are those that arise from within the students, and they are related to technical challenges in online learning. This has to do with internet access and data plans. This is the main factor that affects the effectiveness of learning when implementing online learning. So to be able to take part in online learning effectively, students are expected to be more active and look for a supportive place if it is related to the weakness of the internet network and not using internet data quotas to do things that are not important. take online lessons using learning media during the current pandemic-19 pandemic.

As said by Sendi Siswanto X IPS 3 that :

> *"We have problems with internet access and data plan then lazy to do our assignments because we didn't focus and neglect to do our assignments because of social media and the online game then being late in submit the assignments and eventually pile up."*

Based on the opinion of the students above, it was explained the internal factors and became an obstacle for students to do the assignments because of the lack of facilities at home and their lack of motivation and interest then internet access in online learning.

b. The Implementation of Online Learning

In the current time, the implementation of online learning was turned out because of the lack of motivation and interest on students to take part in online learning. Students were bored and low in interest in responding to the teacher's explanation then students were lazy to learn and did not take attention to the explanations of the teachers.

As stated by Novi Fitri Mulyani X IPA she said that:

> *"I feel bored and lazy to do online assignments and I did not understand English subject matter well because my vocabulary is limited, and I was embarrassed to ask the teacher and also sometimes forget to do assignments because of online games and social media in the end. my assignments piled up and I was late for assignments and got low grades."*

Based on the explanation of the students above, it can be concluded that the lack of student participation to do assignments on time and the lack of attitude of students in respecting their teachers during online learning that during their final exams. Students got low

scores it was caused of they did not understand well the explanation of the subject matter by the teacher. Students should learn to concentrate because students have lack concentration in online learning. It is caused by play social media and online games and lack of self-confidence, lack of study habits and no aspirations of students to complete the final exam well.

c. External Factors

External factors are several things that affect the process of remote learning, namely difficulties in the Economy in this case the limited finances of parents. External factors arise because several indicators cause them. This factor arises because it is influenced by the weak economy which refers to the financial limitations of parents so that students have limitations to access the internet to participate in online learning. Then the lack of support from the environment where students live influences students as students in doing student assignments and obligations when online learning begins. The students have been busy playing online games and social media, which influences students in the form of curiosity and lack of responsibility of students towards their assignments as students because their time runs out to play games and social media without thinking about the targets or plans they will do in the future so that students are not eager to achieve their goals. As a result of online games and social media, students do not get new knowledge about

the subject matter they are studying so that their English language skills and knowledge of English are still relatively low because they do not want to learn to use their cellphones to add English skills via the internet even though there are already a lot of English learning features that they can access via the internet and Youtube but the students are not aware of this.

As said by Oktaviani Sagala X IPA 4 he said that:

> *"It difficult to take online learning because I run out of data plan and my parents did not have money because they have not gotten a salary then left for work early in the morning. Finally, I did not take online learning."*

Based on the explanation of the students above, it was explained the factors of Economic difficulties that affect students it was the cause of run out of data plans and did not have enough money to buy data plans due to the financial limitations of students' parents. Encouragement of parents to the students on participating online learning at home and also the environment that is influential to encourage students to do their duties and obligations as students. And also as stated by Kiki Fitriani X IPA 1 she said that:

> *"When I was taking online learning, my parents often gave me assignments that had to be completed immediately, namely doing homework especially because I am a woman so it was an obligation that we had to do, in the end, we were late for assignments and did not understand the material that had been given by the teacher and also the other subjects are waiting and the assignments are there, finally my work has piled up."*

Based on the explanations of the students above, it was explained that the lack of parental approach and control of students when they are taking online learning and parents often give assignments to students while taking online learning. Students were felt free and forget the assignments because of online games, social media, and students are left behind following the online learning subject thus the students did not understand teachers explanations well than teaching method of the teachers is needed to guide students in online learning and the school as the facilitator

As said by Sendi Siswanto X IPS 3 he said that:

> *"It is difficult to understand the material presented by the teacher because the explanations given are limited and we feel bored in online learning and finally did not respond and were late in sending assignments."*

Based on the explanations of the students above, it was showed the importance of enhancing teachers' skills and expected to be able to increase creativity in presenting lesson material well and provide good explanations of subject matter and easy to reach by students in using English learning media technology. In this case both in the form of digital platform (Youtube Video) and a Device Platform (Applications) Good interaction and communication between teachers, students, and parents is expected to increase students motivation and interest in learning. It is needed to increase students' participation in online learning then take relations on teachers and students in the learning process by using technological developments during the current Covid-19 Pandemic.

B. DISCUSSION

The data of the research results were observation, interviews, and documentation. The researcher conducted data analysis to further explain the results of the study following the data analysis technique chosen by the researcher, namely qualitative descriptive. Based on the results of this study, the researcher found that dominant factors that hinder teachers and students in using English learning media technology in the Covid-19 Pandemic were as follow :

a. Internal Factors

Internal factors are the obstacles in implementing online learning that is faced by the teachers and students of SMAN 8 Kota Bengkulu, it was difficult to implement online learning. In this case, the internal factors were divided into the lack of internet access and students' incapacity for online learning.

The lack of internet access was the thing that caused students to be less responsive to the subject matter that has been given by the teacher because at the time of data collection the researcher met students who had difficulties regarding the internet access to participate in online learning. An understanding of the use of technology-based learning media in the current time is needed both for teachers and especially students.

In the current time, the implementation of online learning it turned out that there were a lot of students who did not understand the use of technology-based learning media, in this case, according to the teacher, there were some students who thought that they were technologically stuttering and did not even have mobile phones to take online learning.

b. The Implementation of Online Learning

The stage of the implementation of online learning determines the Effectiveness of online learning whether it has gone well or not. During the process of data collection, the researcher found that several causes made online learning not work well in this case divided into the motivation and interests of the students must be improved and developed because students should have the motivation to learn and build communication in this case.

The terms of interaction between teacher and students when the online learning process is carried out. Both are needed relations and communication in the form of interaction is maintained even though they did not meet face-to-face. The researcher found problems that caused online learning to be ineffective, namely the lack of interaction between teachers and students and the lack of students motivation in online learning and the lack of students preparation.

The explanation of the teacher is needed in the subject matter to enhance students' understanding because they cannot be independent as expected by the teacher. Therefore, the creativity of the teacher is needed to develop the subject matter being taught. In this case, the researcher found the students have difficulties in understanding the English subject matter because students did not understand the meaning and have difficulties in understanding the explanation of the subject matter from the teacher.

In this case that indicates that teachers' creativity is needed for the student The participation of students in online learning when the lesson begins is something that is highly expected by the teacher. There was little student participation in this case in the form of student responses. According to the first English teacher, the students are mostly just absent and they did not respond then did not even collect assignments on time.

The assignment in the form of exercises is needed to find out students' understanding of the subject matter that has been discussed, based on the results of observations and interviews, it turned out that the students objected to the assignments given by the teacher. It was found difficult to divided their time while the deadline given was limited for sending an assignment.

c. External Factors

External factors that hinder the accessibility of online learning from outside students are obstacles from outside both from the environment, family in this case parents, and the school. The researcher has found some of the causes of external factors as. Based on the facts in the field it turns out that some students have difficulties in the economic field. That the availability of their data plan is limited and not always available then their parents have other needs while online learning is carried out every day.

It turned out the facts in the environment and control from parents and due to the lack of attention, control from parents then environment, students forgot their duties and obligations because of online games and social media. Parents give less attention and control to students because they are busy at work. The school operator has tried to help the success of online learning by providing the necessary facilities, although there was a problem very helpful for teachers and students to increase their knowledge about the use of Technology. It is hoped that the school will be able to improve the system of using technology-based learning media and add the necessary facilities to accelerate the learning process.

Based on the results that found to the similarities with the previous study, namely about the analysis of the difficulties faced by students when learning English (descriptive qualitative study at SMPN 01 Sawahan Madiun), namely research conducted by Ita Widiyawati, 2011 with the aim of her research knowledge about the difficulties faced by students while learning English, in this study before the researchers found research data that there were cognitive factors and aspects that influenced students.

This has also been found by teachers and students at SMAN 08 Kota Bengkulu, following internal factors in the form of technical difficulties, as well as in the implementation of learning and external tending to be from parental supervision of students and difficulties in the family economy that students face, thus hindering and make online learning less effective when applied.

According to previous research regarding the implementation of CALL (Computer Assisted Language Learning) in the EFL class (at SMA Negeri 2 Kota Bengkulu), namely research conducted by Selvia Irawan, 2020. With the aim of the research. This study explores the implementation of CALL in the EFL class at SMA Negeri 2 Kota Bengkulu and teachers' perceptions of possible barriers to implementation. In previous studies, researchers found that the school was good enough to provide facilities for learning although there were still many shortcomings.

This was the same thing that has been done by the SMAN 8 Kota Bengkulu, that has tried to use learning media as much as possible even though there are obstacles faced especially by students because of the limited facilities for students at home and also teachers are expected to increase knowledge about mastering the use of technology to make changes by packaging the subject matter better and easier for students to understand then provide motivation and encouragement to students through communication between teachers and students then that students learn more and provide feedback of interactions in online learning.

This is following the theory put forward by Ertmer and Hendren (1999, p. 47) they said that what affects the learning system that makes it difficult to make learning more productive is referred to as Extrinsic problem as first order and cited access, time, support, resources, and training, then intrinsic problem as second-order and cited attitude, beliefs, practices, and resistance.

1. **To reduce the various factors that cause online learning to be ineffective, here the researcher conclude and provide solutions as follows:**

   a. **Internal Factors**

      It is due to the lack of motivation and interest of students to learn, did not focus, inconsistent, lazy, did not independent, did not confidence, misusing technology in most of the played online games, unable to understand the material developed by the teacher properly. It is hoped that encouragement and support from students' self-motivation and parents then from teachers and the supports of environment.

   b. **The Implementation of online Learning**

      The teacher is expected to be able to manage the subject matter and provide explanations of learning materials that are easy to understand by students and provide encouragement to learn in providing material to do exercises and assignments and build their character to be disciplined with time, have a good attitude, and the teachers must provide a timeframe for submitting the assignment, it is needed the support of parents and the environment.

c. External Factors

External factors are some of the obstacles that come from outside of the students this is related to the accessibility of the internet access and economic factors this is related to finances to meet the needs of students in online learning. Parents are expected to be able to control finances and know what is needed of students. The encouragement of the school by providing learning media that is accessible to the students and the teacher related to the media used.

It is expected to be able to increase students' understanding of the material being studied and provide easy-to-reach explanations and providing material with an explanation of material that is accessible because students needed strong encouragement and motivation to keep the spirit of learning and doing assignments well.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. CONCLUSION

Based on the results of the data obtained, the researcher concludes that at SMAN 8 Kota Bengkulu, there were internal and external factors that hinder teachers and students in using English learning media technology during the Covid-19 Pandemic. Those factors hinder teachers and students difficulties in using English learning media technology in the covid-19 pandemic because of in the internal factors, there was lack of students motivation, lack of internet access, limited of data plan, lack of interest, lack of attitude, lack of understanding the subject, lack of disciplined time, lack of confidence to ask the teachers, lack of knowledge in English, lack of a sense of responsibility. In the External factors, lack of parental approach lack of Economic, lack of teachers creativity to develop and create learning content that attracts students' interest in learning, lot of assignments, the facilities in schools are limited. Therefore, the solution to overcome this problem is to prepare everything needed to take the use of learning media, especially Technology-Based learning media in English subject matter in the form of learning resources, teaching staff, learning facilities and the most important is increasing interest and motivation to learn and the importance of supervision and guidance of parents and learning environment.

B. SUGGESTION

Based on the conclusions above, the suggestions that can be given are as follows:

1. For Teachers, it is expected that teachers who increase knowledge about the use of Technology-Based English Learning Media are expected to be able to build relations and interactions. It is expected to be able to explain the subject matter well and must take an active role in the discussion.

2. For students, the students are expected to have the awareness to learn discipline, increase motivation to learn, be responsible, improve attitudes to respect teachers who provide subject matter, utilize technology-based learning media by improving English language skills through various existing learning media both using a digital platform (youtube video) and a Device Platform (Applications) that are easy to access.

3. For Schools, the researcher hopes that the results of this study can help institutions to overcome problems that hinder the difficulties of teachers and students and to be more prepared for the facilities that will be used in online learning and provide training to teachers to improve their skills about the used of IT In online learning.

4. For Parents of students, should provide support in the form of motivation and also remind students to take online learning and do assignments that have been sent by teachers and also parents supervise students to be more controlled.

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APPENDIXES

Appendix 1 : <u>Observation Guidelines For An Analysis On Teachers Students' Difficulties In using English Learning Media Technology in Covid-19 Pandemic.</u>

No	Variable	Sub Variable	Indikators	Sub Indicators	No Item	Amount
1.	Technical Difficultie s	Internal Factors	Internet access	students are often constrained by signals when learning English based online	1,2	2
				Students often run out of quotas during online-based English learning		
			Student incapacity in online learning	students have not maximally studied online because they do not have adequate cellphones / laptops.	3,4,5	3
				Students are not maximal in learning English based online because students are not proficient in using online learning applications		
				According to students, the application used to learn English is less suitable for use.		
2.	Implemen tation of learning		Student motivation and interest	students are not excited when online-based English learning begins.	6,7	2
				According to students learning English based online is difficult and boring		
			Teacher's explanation	The teacher's explanation in learning English in student opinion is not interesting	8,9	2
				The teacher's explanation in online-based English learning is difficult to understand		
				Students rarely	10.	4

			Student's participation	attend E-Learning-based English classes.	11. 12. 13.	
				E-learning-based English learning makes students not independent in doing assignments.		
				Online-based English learning makes students inactive during the learning process.		
				During the online learning process students do not always understand the steps of learning activities.		
			Assginments	students feel overwhelmed by the English assignment given by the teacher online.	14. 15. 16.	3
				The questions given by the teacher regarding learning English are difficult to understand.		
				Giving English assignments online makes it difficult for students to do assignments.		
3.	Difficulties (environment, parents, and teachers.	external factors	Economic	During online learning students often find it difficult because there is no money to buy quota.	17	1
			Environment	Parents of students are not supportive and do not give encouragement.	18. 19.	2
			parents.	Students are lazy to participate in online-based English learning because no one around the student's place can		

				help with the assignment.		
			School	The homeroom teacher does not give encouragement in learning English online.	20. 21.	2
				The English teacher does not give us support or encouragement when learning online.		
Amount						22

Appendix : 2

<p align="center">PEDOMAN WAWANCARA
GURU BAHASA INGGRIS KELAS X SMA NEGERI 8 KOTA
BENGKULU</p>

A. Tujuan

Untuk mengetahui proses pelaksanaan pembelajaran bahasa inggris dan kesulitan yang dihadapi oleh guru saat penerapan pembelajaran online.

B. Identitas Narasumber

1. Nama Guru   :
2. Gender   :
5. Hari/tanggal wawancara   :

C. Pertanyaan Penelitian

1. Bagaimana langkah-langkah pembelajaran bahasa inggris berbasis daring?
2. Menurut Ibu, apakah pembelajaran bahasa inggris berbasis daring sudah berjalan efektif?
3. Apakah materi pembelajaran bahasa inggris yang diajarkan selama pembelajaran daring selesai sesuai target perencanaan?
4. Menurut Ibu, bagaimana respon siswa selama pembelajaran bahasa inggris berbasis daring?
5. Menurut Ibu, apakah sulit menyampaikan materi bahasa inggris secara daring?
6. Apa saja kesulitan yang Ibu hadapi selama pembelajaran bahasa inggris berbasis daring serta bagaimana Ibu mengatasinya?
7. Seperti apa bentuk evaluasi pembelajaran bahasa inggris berbasis daring serta bagaimana hasil belajar siswa?
8. Kendala apa saja yang Ibu hadapi selama evaluasi pembelajaran Bahasa inggris berbasis daring?
9. Untuk media pelajaran yang digunakan saat daring menggunakan media apa saja disekolah ini buk?
10. Apakah sebelumnya ada pelatihan tersendiri bagi pelajar maupun pelajar tentang penggunaan media pembelajaran saat pembelajaran dimulai?

Appendix : 2
INTERVIEW SHEET GUIDELINES FOR FIRST GRADE ENGLISH TEACHERS AT SMAN 8 KOTA BENGKULU

A. Objective
To know about the practice of English learning and the difficulties that teachers faces during the implementation of online learning.

B. Source Identity
1. **Teacher's Name**   **:**
2. **Gender**   **:**
3. **Day / Date**   **:**

C. Research Questions

1. What are the steps for learning English based online learning?
2. According to you, whether online-based English learning has been done effective?
3. Is the English learning material taught during online learning completed according to the planning target?
4. According to you, how do students respond during online English learning ?
5. According to you, is it difficult to convey English language material during online learning ?
6. What are the difficulties that you face during learning English based online?
7. What is the form of evaluation of learning English based online as well as how the student learning outcomes?
8. What obstacles did you face during the learning evaluation English based online?
9. What media do you use for learning media online?
10. Was there any separate training beforehand for students and students on the use of instructional media when learning began?

Appendix : 3

<div align="center">

PEDOMAN WAWANCARA
GURU BAHASA INGGRIS KELAS X SMA NEGERI 8 KOTA
BENGKULU

</div>

A. Tujuan

Untuk mengetahui proses pelaksanaan pembelajaran bahasa inggris dan kesulitan yang dihadapi oleh siswa saat pembelajaran online.
berbasis daring.

B. Identitas Narasumber

1. Nama Siswa   :
2. Kelas   :
3. Hari/Tanggal wawancara   :

C. Pertanyaan Penelitian

1. Apakah kalian merasa keulitan dengan signal dan kuota saat pelaksanaan proses daring?

2. Apakah ada kesulitan yang kalian rasakan sebagai siswa dalam pembelajaran daring?

3. Apakah ada motivasi kalian yang kuat serta minat untuk tetap belajar meskipun daring?

4. Apakah penjelasan materi pelajaran oleh guru mudah untuk dipahami?

5. Apakah kalian ikut berpartisipasi saat guru menjelaskan pelajaran?

6. Apakah pemberian tugas saat daring lebih susah dari pada sekolah tatap muka?

7. Dalam situasi kondisi kesulitan ekonomi seperti sekarang apa saja kendala-kendala yang kalian hadapi?

8. Apakah ada dorongan dari lingkungan dan orang tua saat kalian sedang belajar online?

9. Apakah ada dukungan dari pihak sekolah agar kalian tetap bisa melakukan melakukan pembelajaran online?

10. Apakah ada toleransi yang diberikan oleh guru saat anda terlambat untuk ikut kelas online?

INTERVIEW SHEET GUIDELINES FOR FIRST GRADE STUDENTS AT SMAN 8 KOTA BENGKULU

A. Objective

To know about the practice of English learning and the difficulties that teachers faces during the implementation of online learning.

B. Source Identity

  1. Student's Name   **:**

  2. Class   **:**

  3. Day / Date   **:**

C. Pertanyaan Penelitian

1. Do you feel difficult with signals and quotas when implementing the online process?

2. Are there any difficulties that you as students feel in online learning?

3. Is there any of your strong motivation and interest to keep learning even though it is online?

4. Is the explanation of the subject matter by the teacher easy to understand?

5. Do you participate when the teacher explains the lesson?

6. Is Giving Tasks online any more difficult than face-to-face school?

7. In a situation of economic hardship like now, what are the obstacles that you face?

8. Is there any encouragement from the environment and parents when you are studying online?

9. Is there any support from the school so that you can still do online learning?

10. Is there any tolerance given by the teacher when you are late for online classes?

**Appendix : 4 <u>Table Observation Checklist for Teachers and Students'
Difficulties in Using English Learning Media Technology in Covid-19
Pandemic</u>**

No	Question	Yes	No
1	Do students have trouble with the signal during English online learning?	✓	
2	Do students have not quotas when online English learning begins?	✓	
3	Do students have not maximal studied online because of they do not have adequate cell phones / laptops?	✓	
4	Do students have not maximal studied in learning English based online beacuse students are not proficient in using online learning applications ?	✓	
5	Do students have perception that applications used to learn English is suitable for use?	✓	
6	Do students are not excited when online based learning begins?	✓	
7	Do student have perception that learning English online-based is difficult and boring?	✓	
8	Does the explanation of teacher based student opinion is not intersting?	✓	
9	Does the explanation of teachers' in online-based English learning is difficult to understand?	✓	
10	Do students rarely attend E-learning-based English classes?	✓	
11	Do students are not independent in doing assignments?	✓	
12	Do students inactive during the learning process?	✓	
13	Do students have not understand the steps of learning activities?	✓	
14	Do students feel overwhelmed by the English assignment given by the teacher in online learning?	✓	
15	Do student have not understands the questions given by the teacher?	✓	
16	Do students have difficult to do English assignments online learning?	✓	
17	Do students have difficult on get money to buy quota?	✓	
18	Does the parent of students do not giving encouragement?	✓	
19	Do students lazy to participate in online-based English learning?	✓	
20	Does the teacher give encouragement in English online learning?	✓	
21	Does the English teacher did not give support and encouragement when English online learning?	✓	

1. Subject of Research First Grade Students

NO	NAME	INITIAL NAME	CLASS
1.	OKTAVIANI SAGALA	OS	X IPA 4
2.	KIKI FITRIANI	KF	X IPA 1
3.	NOVI FITRI MULYANI	NF	X IPA 3
4.	SENDI SISWANTO	SS	X IPS 3
5.	FAIZAL APRIANSYA	FA	X IPS 2
6.	ALVI SAPUTRA	AS	X IPS 2
xcz7.	RIANSYAH	RN	X IPS 2

2. Interview Transcript of First Grade Students.

Q : 1 Do you feel difficult with internet access when implementing the online learning process?

  - Apakah kalian merasa keulitan dengan signal dan kuota saat pelaksanaan proses daring?

OS : Yes, Beacuse of the lack of internet access and less supportive of Economic**.**
  - *Iya karena keterbatasan Ekonomi dan akses internet tidak mendukung.*

KF : Yes, Beacuse of the lack of internet access and the limited of data plan.
  - *Iya karena jaringan internet dan juga keterbatasan kuota.*

NF : Yes, Beacuse when I have online class my data plan was out and I didn't have money.
  - *Iya karena terkadang kuota saya habis saat pembelajaran online dan tidak punya uang.*

FA : Yes, Because in my place there was no internet access.
  - *Iya karena ditempat saya tidak ada jaringan internet .*

RN : Yes, When I took online learning my data plan was runs out and didn't have money.

- *Iya saat mengikuti pembelajaran online kuota sudah habis dan uang tidak ada*

SS : No, Because of at my house there was wifi.
- *Tidak karena dirumah ada Wifi.*

AS : No, Becase there was the access of wifi at my house.
- *Tidak karena ada akses wifi dirumah saya.*

Q : 2 Are there any difficulties that you as students feel in online learning?
- *Apakah ada kesulitan yang kalian rasakan sebagai siswa dalam pembelajaran daring?*

OS : There was About the fasilities that did not support .
- *Ada karena fasilitas yang ada dirumah tidak mendukung*

KF : Yes, Because of difficult for me to take management time.
- *Iya, karena sulit membagi waktu*

NF : Yes, Beacuse the limited of data plan and the lack of internet access.
- *Iya karena keterbatasan kuota dan kurangnya jaringan internet.*

FA : There was because of the internet access and I must switch with my sister.
- *Ada karena jaringan yang tidak baik dan harus bergantian dengan adik.*

RN : Yes, Beacuse of the lack of internet access and data plan.
- *Iya karena keterbatasan jaringan internet dan kuota*

SS : There was hard for me to understanding about English subject.
- *Ada karena sulit memhami materi pembelajaran bahasa inggris.*

AS : Yes, Because of there was lots of assignments and abstruse.
- *Iya karena tugas terlalu banyak dan sulit untuk dipahami.*

Q:3 Is there any of your strong motivation and interest to keep learning even though it is online?

- *Apakah ada motivasi kalian yang kuat serta minat untuk tetap belajar meskipun daring?*

OS : No, Because i was bored easly.
- *Tidak karena mudah bosan.*

KF : It was lack because it is difficult for me to understand the lesson material presented by the teachers.
- *Kurang karena sulit memahami materi yang disampaikan oleh guru.*

NF : Rarely because sometimes there is work to be done at home.
- *Jarang karena terkadang ada pekerjaan yang harus diselesaikan dirumah.*

FA : Rarely because i was busy to help my grandmother with her work.
- Kadang-kadang karena saya sibuk membantu nenek saya kerja.

RN : Yes, it's because it's a pity to see parents who work for their children to school.
   - *Iya ada karena kasihan melihat orang tua yang bekerja demi anaknya sekolah.*
SS : Less because the material presented is less interesting.
   - *Kurang karena materi yang di sampaikan kurang menarik.*
AS : A little because they are not interested in learning English.
   - *Sedikit karena tidak tertarik belajar bahasa inggris.*

Q:4 Is the explanation of the subject matter by the teacher easy to understand?

- *Apakah penjelasan materi pelajaran oleh guru mudah untuk dipahami?*
   OS : Yes, because of my low English skills.
      - *Iya, Karena rendahnya skill Bahasa inggris saya.*
   KF : Yes, I don't understand the meaning.
      - *Iya, saya tidak paham maknanya.*
   NF : Yes, because I don't like English lessons, it's difficult for me.
      - *Iya, karena saya kurang suka pelajaran bahasa inggris itu susah menurut saya.*
   FA : quite understand but the explanation of the material is very few and limited
      - *cukup paham tapi penejelasan materi sangat sedikit dan terbatas*
   RN : a little complicated
      - *sedikit rumit*
   SS : It is difficult to interpret the sentence
      - *susah mengartikan kalimatnya*
   AS : do not understand the material
      - *kurang paham materi*

Q:5 Do you participate when the teacher explains the lesson?
   - *Apakah kalian ikut berpartisipasi saat guru menjelaskan pelajaran?*
   OS : Rarely because I only focus on the given task
      - *Jarang karena saya hanya focus pada tugas yang diberikan saja*
   KF : sometimes because the internet access does not support
      - *kadang-kadang karena jaringan internet kurang mendukung*
   NF : less because I am busy helping with homework every day
      - *kurang karena sibuk membantu mengerjakan tugas rumah setiap hari*
   FA : Yes, often so that I can do the assigned task
      - *Iya, sering supaya bisa mengerjakan tugas yang diberikan*

RN : Yes, always if my data plan for internet access is available.
- *Iya, iya selalu jika kuota internet saya masih ada*
SS : No because it's hard to understand
- *Tidak karena sulit untuk memahaminya*
AS : No because I'm not interested in learning, it's more fun to play games.
- *Tidak karena kurang minat saya untuk belajar lebih asik bermain game saja.*

Q:6 Is Giving Tasks online any more difficult than face-to-face school?

- *Apakah pemberian tugas saat daring lebih susah dari pada sekolah tatap muka?*
OS : Yes, because there are too many materials and assignments.
- *Iya karena terlalu banyak materi dan tugas*
KF : Yes, because they do not understand the meaning
- *Iya karena tidak paham maknanya*
NF : Yes, because assignments are piling up every day
- *Iya karena tugas semakin menumpuk setiap hari*
FA : Quite difficult because many do not understand the meaning of each word.
- *Lumayan susah karena banyak tidak paham maknanya setiap kata.*
RN : Yes, because the explanation given by the teacher is difficult to understand
- *Iya karena dari penjelasan yang diberikan oleh guru itu sulit dipahami*
SS : Yes, because there are many tasks piled up
- *Iya karena sudah banyak tugas numpuk*
AS : Yes, because the explanation of the material presented by the teacher is few.
- *Iya karena penjelasan materi yang disampaikan oleh guru sedikit.*

Q:7 In a situation of economic difficulties like now, what are the obstacles that you face?
- *Dalam situasi kondisi kesulitan ekonomi seperti sekarang apa saja kendala-kendala yang kalian hadapi?*
OS : There is money to buy data plan and very limited family finances.
- *Ada yaitu uang untuk membeli kuota dan keuangan keluarga sangat terbatas.*
KF : It is difficult to buy data plan.
- *kesulitan untuk membeli kuota*
NF : It is difficult to divide the money to buy data plan.
- *kesulitan untuk membagai uang untuk membeli kuota*
FA : Yes because of finances to complete online learning facilities

- iya karena keuangan untuk melengkapi fasilitas pembelajaran online

RN : Yes because my father once a week
- *iya karena ayah gajian seminggu sekali*

SS : No
- *tidak*
No

AS : No
- *tidak*

Q:8 Is there any encouragement from the environment and parents when you are studying online?

- *Apakah ada dorongan dari lingkungan dan orang tua saat kalian sedang belajar online?*

OS : Rarely because parents are busy working
- *Jarang karena orang tua sibuk kerja*

KF : Rarely because parents have gone to work in the morning
- *Jarang karena orang tua sudah pergi kerja dari pagi*

NF : No because parents are busy working every day
- *Tidak karena orang tua sibuk kerja setiap hari*

FA : No because I live with my grandmother and my grandmother did not know what it was.
- *Tidak karena saya tinggal sama nenek dan nenek saya tidak tahu apa itu.*

RN : Rarely because parents go to work from morning to evening.
- *Jarang karena orang tua pergi kerja dari pagi hingga sore.*

SS : No, because mom and dad go to work every day.
- *Tidak karena ayah dan ibu sudah pergi kerja setiap hari.*

AS : Rarely. Because parents don't know anything**.**
- *Jarang. Karena orang tua tidak tau apa-apa.*

Q:9 Is there any support from the school so that you can still do online learning?

- *Apakah ada dukungan dari pihak sekolah agar kalian tetap bisa melakukan melakukan pembelajaran online?*

OS : There is a data plan for assistance
- *Ada kuota bantuan*

KF : There is a data plan for assistance
- *Ada kuota bantuan*

NF : There is a data plan for assistance.
- *Ada kuota bantuan.*

FA : There is no.
- *Tidak ada.*

RN : There is a data plan for internet access.
- *Ada kuota untuk akses internet.*
SS : Don't know the information.
- *Tidak tau infonya.*
AS : There is no notification.
- *Tidak ada pemberitahuan.*

Q:10 Is there any tolerance given by the teacher when you are late for online classes?

- *Apakah ada toleransi yang diberikan oleh guru saat anda terlambat untuk ikut kelas online?*
OS : Yes.
- *Ada.*
KF : Sometimes
- *Terkadang.*
NF : Sometimes.
- *Terkadang*
FA : Yes
- *Iya*
RN : Sometimes.
- *Terkadang.*
SS : No
Tidak
AS : No
Tidak

Appendix : 6 Interview Transcript on Teachers Difficulties in Using English Learning Media Technology in Covid-19 Pandemic

1. Subject of Research First Grade English Teachers

NO	TEACHER'S NAME	INITIAL NAME	CLASS TEACHING
1.	Gustinawati, S.Pd.	GW	English Teacher for X IPA
2.	Aprilia, S. Pd.	AP	English Teacher for X IPS

2. Interview Transcript of First-Grade English Teachers.

Q : 1. Bagaimana langkah-langkah penerapan pembelajaran bahasa inggris berbasis daring?

 - *What are the steps for implementing online-based English learning?*

 GW : Sama seperti mata pelajaran bahasa inggris pada umumnya, ada pembukaan, isi dan penutup, seperti menyapa siswa, memberikan materi, menjelaskan materi pelajaran, dan penutup dengan memberikan tugas siswa untuk belajar dirumah.
   - *Just as English subjects generally, opening, the content and closing, is like greeting students give the material, explaning the lesson materials and the closing by giving students the assignment to study at home.*

 AP : Iya sama seperti mata pelajaran pada umumnya, kita mengikuti prosedur yang telah ditentukan, dengan pembukaan seperti memberikan absensi kepada siswa dan. memberikan materi serta menjelaskan materi serta memberikan tugas hingga jam pelajaran selesai.
   - *Yes just like the subjects we generally follow the procedures that have been determined by opening, such as giving attendance to students and provide materials and explain the material then provide tasks to the completed of the lesson hours.*

Q : 2. Menurut ibu, pembelajaran bahasa inggris berbasis daring sudah berjalan efektif?
 - *According to you, whether or not the English online learning was being effective?*

GW : Belum karena masih banyak siswa yang tidak aktifmengikuti pembelajaran bahasa inggris secara online.

- *Not yet because there are lots of inactive students in the followingEnglish online learning.*

AP : Sangat tidak efektif karena kita tidak bertemu secara langsung. dengan siswa.

- *It's very ineffective because we don't meet face-to-face with the students.*

Q : 3. Apakah materi pembelajaran bahasa inggris secara daring selesai dengan target perencanaan?

- Whether the online English learning material is finished with the planning target?

GW : Iya hanya saja siswanya yang belum begitu memahami materi pelajaran yang telah dijelaskan dengan baik.

- *Yes, according to planning target but students who have not or lack of understanding in the presented material well.*

AP : Iya, mengikuti silabus dan Rpp yang telah dirancang, timggal lagi kemampuan dan minat siswa untuk belajar yang harus ditingkatkan meskipun secara online.

- *Yes, it's follow the sylabus and the RPMS that have been designed are just the remaining ability and interest of students to learn that must be improved even though online.*

Q : 4. Menurut ibu, bagaimana respon siswa selama pembelajaran bahasa inggris berbasis daring?

- How do you think students respond when the English online learning begins?

GW : Para siswa kurang aktif dan lalai dalam mengerjakan tugas serta mengumpulkan tugas melebihi batas waktu yang telah ditentukan bahkan ada yang tidak mengerjakan.

- *Students are less active and negligent in submitted the assignments over designated time limit that some may not even be work the tasks.*

AP : Sangat minim sekali mungkin karena ini bahasa asing sehingga ada yang tidak paham saat diberi tugas bahkan ada yang tidak mengerjakan tugas namun yang paling sering mereka terlambat mengumpulkan tugas.

- *That was least because it is foreign language so that some may not understand when given an assignment, while some may not even do their homework but are most often late for the task.*

Q : 5. Menurut ibu, apakah sulit menyampaikan materi bahasa inggris secara daring?

- *Do you think it's difficult to deliver English material in online learning.*

GW : Iya karena kami sebagai guru tidak mengetahui apakah siswa benar-benar paham mengenai materi yang telah diberikan apa belum, karena kami sebagai guru tidak bisa berkomunikasi secara langsung dengan siswa.

- *Yes because we as a teachers do not know whether students really understand about the material that has been given then we as the teachers can not communicate directly with students.*

AP : Iya karena kita tidak bertemu secara langsung dengan siswa sehingga kami tidak mengetahui apakah siswa sudah paham apa belum.

- *Yes because we didn't meet directly with the students so we didn't know whether to understand or not.*

Q : 6. Apa saja kesulitan yang ibu hadapi selama pembelajaran bahasa inggris berbasis daring serta bagaimana ibu mengatasinya?

- *What are the difficulties that you face during learning English based online?*

GW : Belum menguasai IT dan terbatasnya jaringan internet serta minimnya respon siswa.

- *It's about the low of skills in using IT and the lack of internet access.*

AP : Kurangnya fasilitas untuk belajar dan juga minimnya penguasaan IT serta minimnya respon siswa.

- *It's cause of the lack of facilities to learn and the used of IT then lack of students respond.*

Q : 7. Seperti apa bemtuk eveluasi pembelajaran bahasa inggris berbasis daring serta bagaimana hasil belajar siswa?

- *What is the form of evaluation of learning English based online as well as how the student learning outcomes?*

GW : kita menggunakan media seperti Google Classroom dan juga Google forms serta G-Mail ada juga menggunakan youtube dan telegram, para siswa diberi tugas untuk menjawab soal dan juga membuat video bahasa inggris.

- *We used the media such as Google Classroom, Google Form, GMail, Youtube and Telegram. Students were given the assignment to answer the question of multiple choice and to make an English video.*

AP : Sama seperti mata pelajaran lainnya kita menggunakan Google Form untuk tugas nanti siswa diberikan link dan mengerjakan tugas dan ada juga membuat video bahasa inggris.

- *Just like other subject we use Google Form for assignments students are given links and perform tasks and there are also making English videos.*

Q : 8 Kendala apa saja yang ibu hadapi selama evaluasi pembelajaran bahasa inggris?
- *What obstacles did you face during the learning evaluation English based online?*

GW : Banyak anak-anak yang terlambat mengirimkan tugas.
- *There are of students late insubmitted the tasks.*

AP : Banyak siswa terlambat dan tidak mengirimkan tugas.
- *There are lots of students late and did not submit the tasks.*

Q : 9.Untuk media pelajaran yang digunakan saat daring menggunakan media apa saja disekolah ini buk?
- *What media do you use for learning media online?*

GW : Kami menggunakan GCL, Youtube, Email. Google Drive, Google Form, Telegram and Wa Group.
- *We used GCL, Youtube, G-mail, Google Drive, Google Form, Telegram and Wa Group.*

AP : Kami menggunakan GCL, Youtube, G.-Mail, Google Form, Google Drive, Telegram , Google Document dan Wa Group.
- *We used GCL, Youtube, G.-Mail, Google Form, Google Drive, Telegram , Google Document and Wa Group.*

Q : 10. Apakah sebelumnya ada pelatihan tersendiri bagai pelajar dan pengajar tentang menggunakan media pembelajaran

- *Was there any separate training beforehand for students and students on the   use of instructional media?*

GW : Iya ada khusus untuk para guru sudah disiapkan oleh pihak sekolah sedangkan untuk siswa kami sebagai guru yang menjelaskan cara cara penggunaannya namun masih ada siswa yang masih belum paham cara penggunaannya dengan baik.

- *Yes,There are certain teachers prepared by the school and for our students, we   as teachers who explain how to used the media but there are students who didn't understand how to use the media properly.*

AP : Iya ada khusus untuk para guru sudah disiapkan oleh pihak sekolah.

- *Yes,There are certain teachers prepared by the school.*

DOCUMENTATION

Interview with the First English Teacher of SMAN 8 Kota Bengkulu

Interview with the Second English Teacher of SMAN 8 Kota Bengkulu.

Interview with the First Grade Students of SMAN 8 Kota Bengkulu

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172'
Website: www.iainbengkulu.ac.id

SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor : 0510 /In.11/F.II/PP.009/ 01/2021

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan

TadrisInstitut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiwa/NIM	Prodi	Judul
1	Dr. Syamsul Rizal, M.Pd. 19690129199903	P I	Wendi Perdiansyah 1711230136	TBI	An Analysis on Factors Causing First Grade Students' Difficulties in Using Technology as Learning Media (A Case Study Conducted at SMAN 8 Seluma of the First Grade Students in the Academic Year 2020/2021)
2	Pebri Prandika Putra, M.Hum. 19890203201903	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 : 27 Januari 2021

Dekan,

ZUBAEDI

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

SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi
Lamp : -

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

Dengan hormat,
Saya yang bertanda tangan di bawah ini:
Nama : Wendi Perdiansyah
NIM : 1711230136
Jurusan/Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari penyeminar Proposal 1 dan 2 saya dan atas persetujuan pembimbing saya.
Adapun judul saya sebelumnya adalah: An Analysis on Students' Difficulties in Using English Learning Media Technology in the Covid-19 Pandemic (At SMAN 8 Kota Bengkulu In The Academic Year 2020/2021)
Menjadi : An Analysis on Teachers and Students' Difficulties in Using English Learning Media Technology in the Covid-19 Pandemic (At SMAN 8 Kota Bengkulu In The Academic Year 2020/2021)
Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Bengkulu, Juli 2020

Disetujui oleh,

Pembimbing I,

Dr. Syamsul Rizal, M.Pd
NIP.196901291999031001

Pembimbing II,

Pebri Prandika Putra, M.Hum
NIP. 198902032019031003

Diketahui oleh,
Ketua Prodi TBI

Feny Martina, M.Pd.
NIP. 198703242015032002

Bengkulu,   Mei 2021

Nomor :   /In.11/F.II/PP.009/ 05/2021
Lamp. : -
Perihal : Penyeminar Proposal Skripsi

Kepada Yth.
1. Feny Martina, M.Pd. (Penyeminar I)
2. Zelvia Liska Afriani, M.Pd. (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   : Kamis, 27 Mei 2021
Waktu   : 08.00 sampai selesai
Tempat   : Gedung C4.1 (Ruang Munaqosah)

NO.	NAMA/NIM	JUDUL
1.	Yuleo Dwi Hermansya 1611230139	An Analysis of Genre Based Approach in Text Organization Quality of Thesis Abstract Writen by English Students of IAIN Bengkulu
2.	Silfira Yuni Angelia 1711230129	Gender Representation in the English Texbook (A Content Analysis of Bahasa Inggris when English Comes in Handy for Tenth Grade Students Published by Grafindo Media Pratama)
3.	Wila Distri Juita 1711230038	An Analysis of Students Motivation in English Learning Reading Class during New Normal Era (Descriptive Study of Students Eleventh Grade of MA Ponpes Pancasila Kota Bengkulu Academic Year 2021/2022)
4	Septi Rahayu 1711230034	The Effect of Flipped Classroom-Based on Blended Learning Towards Students' Reading Ability in English Class (A Study at Student Tenth Grade of SMAN 06 Kota Bengkulu in Academic Year 2020/2021)
5	Wendi Perdiansyah 1711230136	An Analysis on Students' Difficulties in Using English Learning Media technology in Covid-19 Pandemic (A Descriptive Qualitative Study at SMAN 8 Kota Bengkulu in the Academic Year 2020/2021)
6	Zeni Wulandari 1711230101	Teacher's Strategies in Facilitating Students' English Interactional Communication Through Seating Arrangement at SMPN 04 Lebong

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

Wassalamu'alaikum Wr. Wb.
Dekan,

ZUBAEDI

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Wendi Perdiansyah, NIM : 1711230136 yang Berjudul **"An Analysis on Teachers and Students' Difficulties in Using English Learning Media Technology in The Covid-19 Pandemic** *At SMAN 8 Kota Bengkulu In Academic Year 2020/2021)"*.Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal   : Kamis, 27 Mei 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, 27 Mei 2021

Penyeminar I   Penyeminar II

Feny Martina, M.Pd   **Zelvia Liska Afriani, M.Pd**
NIP. 198703242015032002   NIP. 199404202018012003

Nomor	: 2688 / In.11/F.II/TL.00/07/2021	14 Juli 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 *"an Analysis on Teachers and Students' Difficulties in Using English Learning Media Technology in the COVID-19 Pandemic (a Descriptive Qualitative Study at SMAN 8 Kota Bengkulu in the Academic Year 2020/2021"*

Nama	:	Wendi Perdiansyah
NIM	:	1711230136
Prodi	:	Tadris Bahasa Inggris
Tempat Penelitian	:	Program Studi TBI IAIN Bengkulu
Waktu Penelitian	:	15 Juli s/d 26 Agustus 2021

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.
Wassalamu'alaikum Warahmatullah Wabarakatuh.

Dekan,

Subaedi

SURAT IZIN PENELITIAN

NO : 421.3 / 282 / SMAN 8

Yang bertanda tangan dibawah ini :

Nama	: **Hidayatul Mardiah,M.Pd**
NIP.	: 197910012003122008
Pangkat/Gol.	: Pembina_IV/a
Jabatan	: Kepala SMA N 8 Kota Bengkulu

Dengan ini memberi izin kepada :

Nama	: Wendy Perdiansyah
NPM	: 1711230136
Prodi Studi	: Tadris Bahasa Inggris

Untuk melakukan observasi di mulai tanggal 12 Juli 2021 di SMA Negeri 8 Kota Bengkulu, dengan judul :

"An Analysis on Teachers and Students' Difficulties in Using English Learning Media Technology in the Covid-19 Pandemic"

Demikianlah surat izin ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Bengkulu, 21 Juni 2021
Kepala Sekolah,

Hidayatul Mardiah,M.Pd
NIP.197910012003122008

SURAT TUGAS KOMPRHENSIF BAHASA INGGRIS
DEKAN FAKULTAS TARBIYAH DAN TADRIS INSTITUT AGAMA ISLAM NEGERI (IAIN)
BENGKULU
Nomor : 2002 /In. 11/F.II/PP.009/04/2021
Tentang
Penetapan Dosen Penguji Komprehensif Mahasiswa Fakultas Tarbiyah dan Tadris

Atas nama Mhs : Wendi Perdiansyah
NIM : 1711230136
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	Ikke Wulandari, M.Pd.I.	Kompetensi IAIN	1. Kemampuan membaca Al Quran 2. Kemampuan menulis Arab 3. Hafalan Surat (Ad Dhuha s/d An Naas)
2	Dr. Syamsul Rizal, M.Pd.	Kompetensi Jurusan/Prodi	1. Hapalan ayat dan hadits yang berhubungnan dengan pendidikan (tarbiyah) 2. Language Skill, Vocabulaty, grammar, Speaking, Writing, Reading 3. Linguistics: Psyicholinguistics, Sociolinguistics, Phology, Semantics 4. Teaching skill, TEFL< LTR, ESP, CMD
3	Anita, M.Hum.	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.

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

Bengkulu, 22 April 2021
Dekan,

ZUBAEDI

SURAT KETERANGAN SELESAI PENELITIAN
No : 421.3/315/SMAN 8

Yang bertanda tangan dibawah ini :

Nama	: Hidayatul Mardiah, M.Pd.
NIP	: 197910012003122008
Pangkat/Gol	: Pembina_IV/a
Jabatan	: Kepala SMAN 8 Kota Bengkulu

Dengan ini menerangkan bahwa :

Nama	: Wendy Perdiansyah
NPM	: 1711230136
Program Studi	: S1 Tadris Bahaasa Inggris

Benar-benar telah melaksanakan Penelitian di mulai dari tanggal 15 Juli s.d 26 Agustus 2021 di SMA Negeri 8 Kota Bengkulu dengan judul penelitian :

An Analysis On Teachers and Students' Difficulties in Using English Learning Media Technology in the Covid-19 Pandemic.

Demikianlah surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Bengkulu, 28 Agustus 2021
Kepala Sekolah

Hidayatul Mardiah,M.Pd.
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WENDI

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Nama	: Wendi Perdiansyah
Nim	: 1711230136
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: An Analysis on Teachers and Students Difficulties in Using English Learning Media Technology in the Covid-19 Pandemic.*(A Descriptive Qualitative Study At SMAN 8 Kota Bengkulu)*

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

Wendi Perdiansyah
NIM.1711230136

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama	: Wendi Perdiansyah
Tempat, Tanggal Lahir	: Pasar Talo, 18 Mei 1998
Fakultas	: Tarbiyah dan Tadris
Pragram Studi	: Tadris Bahasa Inggris
NIM	: 1711230136

Dengan ini saya menyatakan:

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3. Pernyataan ini dibuat dengan sesungguhnya, dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan ini, saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh karena karya tulis ini. Serta sanksi lainnya sesuai norma dan ketentuan hukum yang berlaku.

Bengkulu,   2021

Wendi Perdiansyah
NIM. 1711230136

Bengkulu, 6 Desember 2021

Nomor : 5266/In.11/F.II/PP.0.09/12/2021
Lamp. : -
Perihal : Ujian Skripsi

Kepada Yth.
1. Dr. Ahmad Suradi, M.Ag. (Ketua)
2. Heny Friantary, M.Pd. (Sekretaris)
3. Feny Martina, M.Pd. (Penguji Utama)
4. Dedi Efrizal, 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 : Selasa, 07 Desember 2021
Waktu : 08.00 sampai selesai
Tempat : C.4.1

No.	Nama/Nim	Judul
1.	Vidia Aini Rahmatika 1711230119	Analysis of Students' Need in Learning English Online during Covid-19 Pandemic
2.	Elvani Belawati 1711230012	Students' Enthusiasm in Learning English during the Covid-19 Outbreak (A Descriptive Qualitative of the Eleventh Grades Students at MAN 1 Model Bengkulu)
3.	Meilani Almira Putri 1711230094	The Usage of VOA (Voice of America) English Learning Materials to Investigate Students' Listening Skills (A Quasi Experimental Research at the Tenth Grade Students of SMA N 1 Bengkulu in the Academic Year 2020/2021)
4.	Sefta Lestariani 1711230085	An Analysis of Classroom Interaction between English Teacher and Students in English for Tourism Class at SMKN 7 Bengkulu (A Study Conducted at SMKN 7 Bengkulu City of the Second Grade Students in the Academic Year 2020/2021)
5.	Wendi Perdiansyah 1711230136	An Analysis on Teachers and Students' Difficulties in Using English Learning Media Technology in the Covid-19 Pandemic (A Descriptive Qualitative Study at SMAN 8 Kota Bengkulu in the Academic Year 2020/2021)
6	Afifah Tiana Rosa 1711230001	The Effect of Hand Puppet Show Video as a Media for Teaching Speaking (A Study at Eighth Grade of MTs N 02 Kepahiang)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.
Wassalamu'alaikum Wr. Wb.

Wassalamu'alaikum Wr. Wb.
Plt. Dekan,

Zubaedi

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
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Nama Mahasiswa : WENDI PERDIANSYAH

NIM : 1711230136

Jurusan : TARBIYAH DAN TADRIS

Program Studi : TADRIS BAHASA INGGRIS

Pembimbing I/II : PEBRI PRANDIKA PUTRA, M. Hum.

Judul Skripsi : AN ANALYSIS ON TEACHERS AND STUDENTS' DIFFICULTIES IN USING ENGLISH LEARNING MEDIA TECHNOLOGY IN THE COVID-19 PANDEMIC.

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
	19-07-2021	CHAPTER I-V	Pengecekkan	
	16-07-2021	REVISI CHAPTER IV	PERBAIKI PENYUSUNAN PENULISAN CHAPTER IV - RESULTS - DISCUSSION	
	22-07-2021	CHAPTER V	Pengecekkan - CONCLUSION AND SUGGESTION	
	23-07-2021	CHAPTER IV	Perbaiki	
	03-08-2021	CHAPTER IV & V	Format Penulisan	
	05-08-2021	CHAPTER IV & V	Cek Grammar	
	06-08-2021	ACC	Acc to exam	

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No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1	26-07-2021	CHAPTER I - V	Pengecekkan Melalui Gmail - Grammar - Peletakkan Penulisan	h
	28-07-201	CHAPTER IV	RESULTS AND DISCUSSION	V
	30-07-2021	CHAPTER V	CONCLUSION AND SUGGESTIONS	l
2	06-08-2021	CHAPTER IV & V	Format Penulisan Sesuaikan Thesis.	l
	12/8 2021	Chapter I-V	All	n

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