STUDENTS' DIFFICULTIES IN ONLINE LEARNING VOCABULARY DURING COVID-19 PANDEMICS

(A Study of the Second Semester Students of English Teaching Department
at IAIN Batusangkar Registered in 2020/ 2021 Academic Year)

THESIS

*Submitted to English Teaching Department of Faculty of
Tarbiyah and Teacher Training of IAIN Batusangkar
as A Requirement for Completion of Study*

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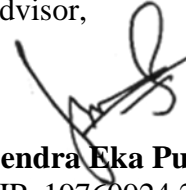**2021**

i

THESIS ADVISOR APPROVAL

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This approval is granted and used appropriately.

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PERNYATAAN KEASLIAN SKRIPSI

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Dengan ini menyatakan bahwa SKRIPSI yang berjudul: **"STUDENTS' DIFFICULTIES IN ONLINE LEARNING VOCABULARY DURING COVID-19 PANDEMICS (A Study of the Second Semester Students of English Teaching Department at IAIN Batusangkar Registered in 2020/ 2021 Academic Year)"** adalah hasil karya sendiri, bukan plagiat. Apabila di kemudian hari terbukti sebagai plagiat, maka bersedia menerima sanksi sesuai dengan ketentuan yang berlaku.

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iv

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ABSTRAK

MELTA FITRI, NIM 1730104038, judul skripsi **"STUDENTS' DIFFICULTIES IN ONLINE LEARNING VOCABULARY DURING COVID-19 PANDEMICS (A Study of the Second Semester Students of English Teaching Department at IAIN Batusangkar Registered in 2020/ 2021 Academic Year)".** Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Batusangkar.

Permasalahan penelitian ini adalah sulitnya mahasiswa dalam pembelajaran Vocabulary secara online selama masa pandemi covid-19 (studi pada mahasiswa semester kedua jurusan keguruan bahasa inggris di IAIN Batusangkar terdaftar tahun ajaran 2020/2021). Adapun tujuan penelitian ini adalah untuk mengetahui dan mendeskripsikan kesulitan siswa dalam belajar kosakata secara online selama masa Pandemi Covid-19.

Jenis penelitian ini adalah penelitian kualitatif. Informan dari penelitian ini ada 9 orang mahasiswa Tadris Bahasa Inggris yang sudah mengambil mata kuliah *vocabulary*. Tahun Akademik 2020/2021. Informan penelitian ini dipilih dengan mengunakan teknik *purposive sampling*. Pada penelitian ini ada dua instrument, yang pertama peneliti berperan sebagai instrumen kunci dan yang kedua pedoman wawancara sebagai instrumen pendukung. Teknik pengumpulan data dalam penelitian ini adalah dengan melakukan wawancara mendalam. Untuk menguji keabsahan data, peneliti melakukan *prolonged engagement*. Selanjutnya analisis data dilakukan dengan menggunakan teori Miles and Huberman yaitu dengan cara : mereduksi data, menampilkan data, memverifikasi data dan mengambil kesimpulan.

Berdasarkan analisis data hasil penelitian menunjukan ada beberapa kesulitan mahasiswa dalam dalam pembelajaran vocabulary secara online selama masa pandemi covid-19 (studi pada mahasiswa semester kedua jurusan keguruan Bahasa Inggris di IAIN Batusangkar terdaftar tahun ajaran 2020/2021) yaitu : 1) Sulit membedakan homonim, 2) Kurangnya sumber belajar kosakata karena gangguan sinyal, 3) Sulit mencari sumber belajar secara mandiri, 4) Sulit melakukan diskusi kelompok, 5) Sulit menghafal kosakata, 6) Sulit membedakan part of speech, 7) Memiliki biaya tambahan untuk membeli kuota internet, 8) Sulit mengucapkan kata. 9) Sulit menggunakan penggunaan yang tepat dalam percakapan 10) Sulit berkonsentrasi lama dalam pembelajaran online, 11) Kurang berinteraksi dengan dosen, 12) Kurang bervariasinya media pembelajaran, 13) kesulitan kata depan, 14) Kesulitan dalam idiomatik.

TABLE OF CONTENTS

ix

LIST OF APPENDICES

CHAPTER I
INTRODUCTION

A. Background of the Problem

English teaching department of IAIN Batusangkar is one of many departments at faculty of tarbiyah and teacher training at IAIN Batusangkar. In this departmant, the students are taught to master the four language skill such as listening, speaking, reading and writing. Those basic skills are integrally taught because the goal of English teaching department is that students are able to develop their communicative skills in both spoken and written form in English. To support the development of those skills, the students should also master English language components, such as pronunciation, grammar, vocabulary, and others.

Vocabulary as one of components is taught to student. In order, to help students make their easy to mastery of language skills. Vocabulary is a set of words used to communicate with others through language, groups, individuals, or those working in the field of information (Taslim.,et al., 2019: 66). It is one of the most important aspects of learning English as a foreign language is the ability to communicate. The amount and quality of one's vocabulary determine the level of one's language ability. (Tarigan in Uzer, 2017: 252). It means that people are unable to communicate or explain their mind in response to their interlocutors' words and enquiries without vocabulary. Anyone who lacks vocabulary will struggle with listening, speaking, reading, and writing. When it comes to reading, for example, students with a large vocabulary will have no trouble extracting information from an English text.

In other words, the first that being a master for language learners in language learning especially English, is vocabulary. That is, learning vocabulary is very important, especially for students in English teaching department of IAIN Batusangkar. They must master English vocabulary to

make easier communicate with others in English and also students to be good in English.

Learning vocabulary in the classroom in a real situation is different from learning during covid-19 pandemic. In the real situation the lecturer explains the learning material in front of the class, after the lecturer explains the material, students make exercises about the material that has been explained. after that the lecturer will be given an assignment to be collected next week. Contrast with a real situation, students learn vocabulary in online class because of the covid-19 pandemic spreadness. The lecturer send the material, task, zoom link to the students by using whatapp group, to take students attendance, the lecturer uses e-campus, to explain the material, the lecturer uses zoom meeting.

Based on the researcher's experience in this learning subject by flashbacks. She knows that, the learning process is face-to-face in class and she also knows that in subject, the written form is different from the spoken version. Second, the number of terms that students have to learn is very large. Finally, it is difficult to distinguish groups of words in English As a result, the researcher has difficulty learning the language as a result of his vocabulary problems.One of many difficulties may be compounded by the presence of Covid-19 pandemic.

In 2021, Covid-19 Pandemic is still hitting this country. It is marked by the number of bad effects caused by Covid-19 Pandemics that appear in various aspects of Indonesian people's life, including in the field of education. Usually, teaching and learning process is carried out face-to-face in the classroom. But, the existence of Covid-19 Pandemics had forced teacher and students to do teaching and learning activity through on-line learning. Of course, Indonesian government should make decision to move the learning process from school to home.

The minister of education and culture issued a decree regarding efforts to prevent and spread Covid-19 pandemics in which all conventional learning activities were temporarily closed through Circular

number 4 of 2020 issued on March 24, 2020 concerning the implementation of education policies in an emergency for the spread of covid-19 pandemic. The usually conventional learning system is slowly being replaced by various online learning applications that can provide space for direct interaction between teachers and students without having to meet in person. IAIN Batusangkar as a State Institute for Islamic Studies which is located in Tanah Datar regency at the same time had implemented online learning because of the impact of Covid-19 Pandemic. The implementation of online learning was using various applications. One of them is by using zoom. Zoom is a service that combines video conferencing, online meetings, chat, and mobile collaboration to deliver remote conferencing services (Melati, 2020: 250). It means zoom is a remote conferencing service that provides facilities such as video conferencing, online meetings, chat and mobile collaboration.

There are some difficulties in online learning (Wahab & Iskandar in Efriana, 2021:40). First, some parents and pupils do not have access to a computer or an android tablet. It means that some parents and learners do not have admission to a laptop and android. Second is there is no internet quota. The expense of providing internet quotas is substantial. Students and parents from moderate to lower income families are affected by this problem, they don't have enough money to set up an internet network. Third, despite having internet access in their hands, students still have problems connecting to the internet network due to where they live.

Furthermore, due to their geographical location, which is fairly far from signal coverage, their cellular network is sometimes inconsistent. This is a challenge that many students who take online courses face, making the implementation less effective. (Nashruddin, Alam, & Tanasy in Efriana, 2021:40), the students environment that is far from signal coverage is a challenge faced by many students who take online classes, so the implementation is less effective. Fourth, teachers' lack of readiness for online learning because the Covid-19 pandemics was not preceded by

enough preparation, the change from traditional learning systems to online systems happened quickly. Because many teachers lack ICT skills, they are unable to adapt to the transformation, which includes technology and information-based learning (Efriana, 2021:40). Less of teacher readiness because they do not have ICT skills so that they cannot adapt to transformation, which includes technology and information based learning.

Based on preliminary research, the researcher did interview to two students. Based on the interview, she got information about students' problems in online learning vocabulary during Covid-19 Pandemics. First, she interviewed the first interviewee via whatsapp at home on Thursday May 6th, 2021. From the interview, she knew that she faced problems in online learning vocabulary, she did not freely to ask questions to the lecturer, and so she did not understand or did not know how to enrich vocabulary. He faced a hearing problem with the lecturer's explanation because of signal.

Then, she was difficult in classifying the use of part of speech such as noun, verbs, adjective, and adverb, so that he became confused to distinguish between them. She was difficult to understand the material explained by the lecturer because of limited time. Second, she interviewed the second interviewee via call phone at home on Tuesday June 15th, 2021. from the interview, she faced problems in online learning vocabulary is the students have difficulty pronouncing the words, the use of media when online learning is limited, there is a sense of laziness during the online learning process, when there is a question a friend's microphone it is not silenced so that a commotion occurs, which results in what is being said or being asked it is not clear so that students do not understand the material presented well.

Based on the background above, the researcher is interested in conducting a research about students' difficulties in online learning vocabulary during Covid-19 Pandemics. It is a study of the second

semester students of English teaching department at vocabulary class IAIN Batusangkar registered in 2020/ 2021 academic year.

B. Focus and Question of the Research

Based on the background of the problem above, the researcher focuses her research on students' difficulties in online learning vocabulary during Covid-19 Pandemics. This research is done to the second semester students of English teaching department at IAIN Batusangkar registered in 2020/ 2021 academic year.

Therefore, the question of this research is formulated as follows: "What are students' difficulties in online learning vocabulary during Covid-19 Pandemics?

C. Definition of the Key Term

To avoid misunderstanding and ambiguity about this research, the key terms are defined as follows:

1. Students' difficulties are some obstacles may be faced by the second semster students of IAIN Batusangkar in enriching their English voabulary.

2. Online learning vocabulary means vocabulary learning system that uses electronic media, usually via the internet. For example like zoom cloud meeting.

3. Covid-19 Pandemic means a disease caused by a new type of coronavirus, namely Sars-CoV-2, which was first reported in Wuhan China on December 31th, 2019.

D. Purpose of the Research

Based on the focus and question of the research, the researcher wants to know and describe the students' difficulties in online learning vocabulary during Covid-19 Pandemics.

E. Significance of the Research

The result of this research are expected to be able to give good contribution and information for all readers, whether they are students or lecturers, even the researcher. The detail information can be seen in the following part.

1. Theoretically

This rerearch can explain the results of students' difficulties in online learning vocabulary during Covid-19 Pandemics.

2. Practically

This rerearch can be useful for:

a. English Students

By doing this research, it hopes to give information to the English students, especially the second semester students of English teaching department at Vocabulary class IAIN Batusangkar registered in 2020/ 2021 Academic year about students' difficulties in online learning vocabulary during Covid-19 Pandemics. By knowing those difficulties, they may search several strategies to overcome their difficulties in online learning vocabulary during Covid-19 Pandemics.

b. Vocabulary Lecturer

This research will help vocabulary lecturer of English teaching department at IAIN Batusangkar to know the students' difficulties in online learning vocabulary during Covid-19 Pandemics. So, he will prepare several strategies to avoid the difficulties for the students. By doing this, it hopes him to teach vocabulary easier.

c. The researcher herself

This research may enrich researcher's knowledge about the students' difficulties in online learning vocabulary during Covid-19 Pandemics. By knowing the students' difficulties, the researcher will look for the strategies to solve the students' difficulties when

the researcher will teach English in the future. At last, this research is done as one of the requirements to finish the study at IAIN Batusangkar.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Review Of Related Theories

1. Vocabulary

a. Definition of Vocabulary

There are some definition of vocabulary according to experts. Vocabulary is 1) All the words a person knows or uses 2) All the words in specific language. 3) When individuals spoke, they used certain words.4) A list of words with definitions, specifically in a book for foreign language study (Horn in Kasim in Hajis, 2014:7-8) It is supported by Hornby in Siregar in Hajis, 2014:7-8). Vocabulary is the foundation of how learners speak, listen, read, and write, vocabulary is also a key component of language proficiency (Richards & Renandya in Rohmatillah 2014:71). Vocabulary means the important element that people use when talking.

Next, Vocabulary is words we need to know to communicate successfully; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary') (Neuman & Dwyer in Alqahtani 2015:24-25). Vocabulary is collection of words which used by a individual, class or profession (Burns in Alqahtani 2015:24-25). Vocabulary began as a collection of letters that evolved into words, which were then organized for use by individuals or groups to communicate (Hajis, 2014:7-8). It means vocabulary is collection words that have meaning to use communicate with other people.

Based on the quoted theories above, the researcher can conclude that the experts may have different sight about the definition of vocabulary. But, it is clear that vocabulary can be define as a set of words that have meaning that a person uses to communication with other to express their idea.

b. Importance of Learning Vocabulary

There are some important of learning vocabulary according to experts, There is very little that can be communicated without grammar, and there is nothing that can be communicated without vocabulary. (David Wilkins in Aristya,2018:34) learning vocabulary is very important for people who learn English as a foreign language or second language because without vocabulary there is nothing that can be communicated.

Students used vocabulary in composing sentences to definite ideas, opinions, thoughts, feelings, and so on (Taslim.,et al., 2019: 67-68). Vocabulary is particularly important for grammar in communication, and students will learn the basic words they need to master a language in the early stages. Furthermore, because the system is 'open,' once pupils have 'completed' the last stages of grammar, there is always something new to learn. As a result, more advanced pupils are motivated to expand their vocabulary and comprehend the meanings of words (Alexander in Taslim.,et al., 2019: 67-68). A people's vocabulary was related to one's presence in any language test, To put it another way, language skills are mostly determined by the extent of one's vocabulary (Alderson in Taslim.,et al., 2019: 67-68). It means vocabulary is mostly important for students will learn the basic words and for grammar in communication.

Based on the quoted theories above, the researcher can conclude that the experts may have different sight about the important of learning vocabulary. But, it is clear that vocabulary is very important as for people learning English or a foreign language because without vocabulary there is nothing anyone can convey.

c. Types of Vocabulary

There are six kinds of vocabulary, they are: (Thornbury in Aristya, 2018:27)

a. Word classes

Words classes or parts of speech. They are divided in to eight classes, such as: noun, pronoun, verb, adjective, adverb, preposition and determiner.

1) Nouns

The names of people, things, and places are nouns. The subject of a sentence, the object of a verb, and the object of a preposition can all be nouns. Countable nouns, uncountable nouns, proper nouns, common nouns, concrete nouns, abstract nouns, collective nouns, and noun plurals are the different types of nouns.

2) Pronouns

I, you, we, they, he, she, and it are all pronouns that are used to replace a person or thing.

3) Verbs

Examples of verbs include looking, doing, and so on.

4) Adjective

Adjectives are words used to describe or modify a person, place, or thing, such as old, beautiful, good, and so on.

5) Adverbs

Adverbs are words that describe verb adjectives or adverbs, such as "beautifully," "now," "ago," and so on.

6) Preposition

Prepositions are words that are placed in front of a noun or pronoun to show a relationship between the words and another part of the sentence. They include words like at, on, in, from, into, and so on.

7) Conjunctions

Conjunctions are words that join words together in a group of words or sentences. Conjunctions like as, if, because, for, others, and although are commonly used in adverbial clauses.

8) Determiner

Thornbury divides determiners into two categories to make learning easier: grammatical words or function words, and content words. Prepositions, conjunctions, determiners, and pronouns are examples of grammatical words that are taught in grammar classes. The most common content words are nouns, verbs, adjectives, and adverbs.

9) Word Families

It discusses word affixation, such as prefixes (pre-, de-) and suffixes (suffixes) (-er,-ful). Playing inflections include playplays, played, and playing. Playful and play-player-replay are two play derivatives.

10) Multi- Word Units

Look, for, look after, wipe off, throw on, and so on are phrasal verbs.

11) Collocations

If two words occur together more frequently than by chance, they are collocates. For instance, this week, once again, and once more.

b. Word meaning.

1) Synonym

Synonyms are words that have similar meanings, such as sadness = unhappiness and find = good.

2) Antonym

An antonym is a word that expresses the exact opposite idea as another word in the same language. Accept > refuse, for example, and like > dislike.

3) Homonyms

Homonyms are words with the same root but different meanings, such as shed, well, left, fair, bat, and so on.

Based on the expert's theories above, it can be seen the type of vocabulary. The researcher can summarize that there are two type of vocabulary. They are word classes and word meaning.

d. Levels of Vocabulary

In order to have the students' vocabulary succefully, the students also have to know the levels of vocabulary (Stainback & Nugroho in Saniyah, 2011:15) There are three levels of vocabulary: first, elementary vocabulary is Easy-to-understand terms, it usually consists of simple words in the classroom, such as person, animal, or stuff.

Second, intermediate vocabulary is vocabulary of normal level of difficulty intermediate vocabulary should be taught in contexts such as food, clothing, labor, the human body, education, and. The last levels are advance vocabulary. In this level, students will acquire new vocabularies that are more difficult than the ones they already know. At the high level of language teaching, a lot of time and effort is put into expanding the pupils' vocabulary. In this situation, an English dictionary is really useful. Words are explained in context in the dictionary, as well as how to use them correctly in phrases. As a result, they can construct solid sentences with proper structure.

Based on the quoted theories above, the researcher can conclude that three levels of vocabulary, first level is elementary vocabulary, second level is intermediate vocabulary and the last level are advance vocabulary.

e. Some Difficulties in Learning English Vocabulary

a. The difficulties learning english vocabulary before covid-19 pandemics

The first step in successfully teaching vocabulary is to identify the students' difficulties. The following factors make some words more difficult (Thornbury in Rohmatillah, 2014:79) :

1) Pronunciation

   Research shows that words that are hard to pronounce are harder to learn.

2) Spelling

   Mismatches in sounds and spelling are common causes of errors in pronunciation and spelling, and they can add to the difficulty of a word.

3) Length and complexity

   Long words don't appear to be any harder to learn than short ones. However, high frequency words in English tend to be short, so the learner is more likely to encounter them, a factor that favors their "learnability."

4) Grammar

   The grammar associated with the word is also problematic, especially if it differs from that of its L1 equivalent. It can be difficult to remember whether a verb like enjoy, love, or hope is followed by an infinitive (to swim) or a –ing form (swimming).

5) Meaning

   When the meanings of two words overlap, learners are likely to mix them up. Make and do are a good example: you make breakfast and schedule an appointment, but you also do the dishes and fill out a questionnaire.

6)   Range, connotation and idiomaticity

Words that can be used in a variety of situations are perceived as being easier than synonyms with a narrower range. As a result, compared to impose, place, position, and so on, put is a very broad verb. Thin is also a better bet than skinny, slim, or slender. Uncertainty about the meanings of some words can also be problematic. As a result, propaganda in English has a negative connotation.

What makes a vocabulary item easy or difficult is explained by Gower, Philips & Walter in Rohmatillah, (2014:69). A number of factors can influence how easy or difficult a vocabulary item is:

1)   Similarity to L1

The difficulty of a vocabulary item is frequently determined by how similar the item is to the students' first language in terms of form and meaning. Words that are similar in both the first and second languages can be misleading rather than helpful.

2)   Similarity to English words already known

Once students have a basic understanding of English, a word that is related to an English word they already know is easier to learn than one that is not. Students should be able to guess the meaning of unfriendly if they have already encountered the word friendly.

3)   Connotation

The connotation of the word is another challenging aspect for learners to grasp. Does the word have a positive or negative connotation for a native speaker, for example, both skinny and slim could be used to describe someone who is thin, but their connotations are very different, and the speaker conveys a different attitude by using one over the other

4)   Spelling and pronunciation

For students who speak languages with a very regular spelling system, the spelling of many English words can be problematic. When it comes to pronunciation, certain spelling patterns can also be confusing. It's easy to see why many students are confused about the meanings, spellings, and pronunciations of words like through, though, thought, tough, and thorough.

5)   Multi-word items

A lexical item can be made up of multiple words, such as a compound noun like tennis shoes or a phrasal verb like to put someone up. Because they are made up of simple words, phrasal verbs are notoriously difficult for English learners (often prepositions or adverbs).

6)   Collocation

It can also be difficult to understand how lexical items collocate (or "go with" other items). People are injured or wounded, but property is damaged, and we can say a strong wind and a strong coffee − but it's a light wind, not a weak wind, and weak coffee, not light coffee.

7)   Appropriate use

It's also difficult to know when to use vocabulary correctly. Some words and expressions can only be used in specific contexts.

Kinds of difficulties faced by students in vocabulary learning were various. The students' difficulties included the following (Rohmatillah, 2014:69):

1)   Almost all of the students struggle to pronounce the words.

2)   how to spell and write.

3) One of the causes of students' difficulties in learning vocabulary is the difference in the grammatical form of a word known as inflection.

4) The students struggled with determining the correct meaning of the words and also still Because of the context, it's difficult to use the word correctly.

5) The last, when the students found words or expression This was idiomatic the students still confuse.

Based on the expert's theories above, it can be seen that they have different opinion about the difficulties in learning English vocabulary. But the researcher can summarize that there are nine the difficulties in Learning English vocabulary. They are pronunciation, spelling, length of complexity, grammar, meaning, connotation, similarity L1, multi word item, collocation and so on.

b. The difficulties learning english vocabulary during covid-19 pandemics

The first step in successfully teaching vocabulary is to identify the students' difficulties. The following factors make difficult lot of online teaching problems occur when teaching vocabulary in a pandemic for example: Students and teachers face communication breakdowns, insufficient facilities such as slow laptops, high internet costs, limited ability to use applications, and students and lecturers who are unfamiliar with online learning, all of which affect students' motivation to learn. (Nizar, 2020).

The difficulties of using e-learning to teach English grammar and vocabulary despite the benefits, the most significant obstacle to not achieving the learning goal is time constraints. (Earslan & Topkaya in huei, et al, 2021).

Educators also responded that creating a visual space for learning vocabulary is time-consuming and costly. (Candry et al, 2018 in huei et al, 2021). In line with this, also highlighted barriers such as individual characteristics, technical challenges, knowledge challenges, and contextual challenges (Sadikin in huei et al, 2021).

Based on the quoted theory above, the researcher can summarize that there are several difficulties in learning vocabulary during covid-19 pandemics. The difficulty is students and teachers face communication breakdowns, insufficient facilities such as slow laptops, high internet costs, limited ability to use applications, and students and lecturers who are unfamiliar with online learning, all of which affect students' motivation to learn, time constraints, time-consuming and costly, also highlighted barriers such as individual characteristics, technical challenges, knowledge challenges, and contextual challenges.

2. On-Line Learning

a. Definition of online learning

There are some definition of online learning according to experts. Online learning is a method of instruction that does not require direct contact between the teacher and the students (Allen & Seaman in Efriana, 2021:39). It is supported by (Ally in Hasnidar 2020:9) Online learning is defined as the use of the Internet to access learning materials, interact with content, instructors, and other students, and receive support during the learning process, in order to gain knowledge, create personal meaning, and grow from learning experiences. It means online learning is learning process without face to face between the instructor and the students.

Online learning is personal computers' invention and proliferation, the globalization of other human ideas and actions, and the use of technology to exchange ideas and provide access to more people are all examples of technological advancements(Collins in Hasnidar 2020:9). It means the online learning is this means that learning utilizes technology in exchanging ideas and providing access to more people.

Based on the explanation above, the researcher concluded that online learning is a learning process without face to face between teachers and students by utilizing technology to change ideas and provide access to more people.

b. Advantages and Disadvantage of Online Learning

There are some advantages and disadvantage of online learning according to experts. Online learning has many advantages, namely (L. Tjokro in Hasnidar 2020:13):

1) Using multimedia facilities in the form of images, text, animation, sound, and video for easy absorption.

2) Much more effective in costs, it means that is, there is no need for an instructor, a minimum audience, or a location, and so on.

3) A lot more concise, meaning it does not contain a lot of class formalities, and it jumps right into a subject, subjects that are relevant to your needs.

4) Accessible, mastery of a material is dependent on students' enthusiasm as well as their absorption, which can be monitored and tested using an e-test.

The disadvantages of online learning include the following:

(Nursalam Tjokro in Hasnidar 2020:13):

1) A lack of interaction between students and teachers, as well as between students themselves. 2) This tendency can lead to

the neglect of academic and social aspects, as well as the growth of business and commercial aspects. 3) Rather than education, the teaching and learning process focuses on training. 4) It is now also necessary to change a learning role from the original masters of traditional learning techniques to be able to know the learning techniques using ICT (information, communication, and also technology). 5) Some internet services are not available in all locations. 6) A lack of human resources who are familiar with the internet 7) Inadequate knowledge of computer languages. 8) For students, finding a suitable computer can be a challenge. 9) If these students are unable to access graphics, images, or videos due to a lack of equipment, they may become frustrated (software and hardware). 10) Because the quality and accuracy of this information varies, guidance and questioning features are required. 11) Isolation can be a problem for these students.

Based on the quoted theories above, the researcher can conclude that there are four advantages of online learning It is easy absorption, much more effective in costs, a lot more concise, accessible and then for disadvantages of online learning is the lack of interaction, focuses on training, a lack of human resources, inadequate knowledge of computer languages and so on.

3. Problem Online Language Learning

The covid-19 outbreak is the first and worst health problem in our era. Several countries have made the decision to close schools, colleges, and universities. Face-to-face learning is prohibited to prevent Covid-19 transmissions, thus students are forced to learn from home. Furthermore, many teachers and lecturers, particularly in different locations, are not yet adept in teaching using online learning programs. According to several studies, the majority of students have negative attitudes toward online learning. They did agree, however, that online

learning was the best option during the covid-19 pandemics (Rohman et al. in Famularsih, 2020: 112).

In doing online learning, of course, there are some difficulties or problems. These are several difficulties in online learning. The first is difficult to keep classes for longer duration during online classes. Second is there is lack of teacher student interaction in online classes. Third is technical issues effect the flow and pace of online classes. The fourth is there is lack of work satisfaction while taking online classes. The fifth is students do not take online classes seriously. Last is students show lack of interest and involvement during online classes (Nambiar, 2020: 789). Another expert defined several difficulties in online language learning. The first problem is the environment in online learning has a huge influence on students' speaking skills. Second is the environment in online learning makes students difficult to study. Last is the environment in online learning has an effect on developing student's ideas in speaking class (Fitriani et al, 2020: 5)

Based on the quoted theories above, the researcher can summarize that there are several difficulties in online language learning. Those difficulties are difficult to keep classes for longer duration during online classes, there is lack of teacher student interaction in online classes, technical issues effect the flow and pace of online classes, there is lack of work satisfaction while taking online classes, students do not take online classes seriously, students show lack of interest and involvement during online classes, the environment in online learning has a huge influence on students' speaking skills, the environment in online learning makes students difficult to study, and the environment in online learning has an effect on developing student's ideas in speaking class.

B. Review of Relavant Studies

There were several relevant researches with the ongoing research. First, the research entitle, "Students' Problems in Learning English Vocabulary (A case study at the English department, faculty of tarbiyah, IAIN sunan ampel surabaya"by Rofiqotus Saniyah (2011). The result of this research showed that there were many problems faced by the students in learning English vocabulary. Those problems are the students difficulty in word classes, the students difficulty in homonym, the students difficulty in homophones, the students difficulty in polysemes, the students difficulty in affixation, students difficulty in synonym and antonym and act. The similarity between the previous research with the on going one is that they both dsicuss about lerning vocabulary. The different between the both are the previous one discussed about"Students' Problems In Learning English Vocabulary (A case study at the English department, faculty of tarbiyah, IAIN sunan ampel surabaya", but the on going research will discuss about "students' difficulties in online learning vocabulary during Covid-19 Pandemic". It is A Study of the Second Semester Students of English Teaching Department at Vocabulary Class IAIN Batusangkar Registered in 2020/ 2021 Academic Year.

Second, the research entitle, "Case Study on Students' Difficulties in Vocabulary Mastery at SMPN 1 Kebonsari Madiun" by Karimatul Aristya (2017). The result of this research is the researcher can analyze that the factors cause students' difficulties in mastering vocabulary for ninth grade students of SMPN 1 Kebonsari Madiun will have a negative impact on the learning process and students' English ability so that students will have a low score for English lesson. The similarity between the previous research with the on going one is that they both dsicuss about some topic that is students' difficulties in vocabulary. The different between the both are the previous one discussed about , "Case Study On Students' Difficulties In Vocabulary Mastery At SMPN 1 Kebonsari Madiun" but the on going research will discuss about "students' difficulties in online learning

vocabulary during Covid-19 Pandemics". It is A Study of the Second Semester Students of English Teaching Department at Vocabulary Class IAIN Batusangkar Registered in 2020/ 2021 Academic Year.

Third, the research entitle, "Students' Vocabulary Learning Difficulties And Teachers' Strategies A Case Study At Mts. Al-Aziziyah Putra Kapek In Academics " by Mohamad Hambali (2017) the result of this research is the study revealed that there were some difficulties that the students found in learning English vocabulary. Those difficulties are the students found it difficult to read English vocabulary, the students found it difficult to pronounce English vocabulary,a great number of students do not know the spelling of English vocabulary, the students lack in memorizing English vocabulary. The similarity between the previous research with the on going one is that they both discuss about learning Vocabulary. The different between the both are the previous one discussed about " Students' Vocabulary Learning Difficulties And Teachers' Strategies A Case Study At Mts. Al-Aziziyah Putra Kapek in Academic" but the on going research will discuss about "students' difficulties in online learning vocabulary during Covid-19 Pandemic". It is a study of the second semester students of English teaching department at vocabulary class IAIN Batusangkar registered in 2020/ 2021 academic year.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

The design of this research was a descriptive qualitative research, a case study one. Qualitative research is a study that aims to comprehend the phenomenon that the research subject is experiencing. (Moleong in Kamil 2020 : 26). It is support by other expert who states qualitative research seeks to probe deeply into the research setting in order to obtain understanding about phenomenon (Gay in Kamil 2020 : 26). The purpose of descriptive research was to collected data in order to answer a question about the status of the study's subject (Gay in Kamil 2020: 26). This means that descriptive research is a study that aims to understand phenomena by gathering data in order to answer the research question.

Based on the theories above, the researcher wants to find out and describe what students' difficulties in online learning vocabulary during Covid-19 Pandemics. It was a study of the second semester students of English teaching department at vocabulary subject IAIN Batusangkar registered in 2020/ 2021 academic year.

B. Data and Data Source

1. Data

   The data of the research was collected from all utterances gotten from the interviewee

2. Data Source

   Data source of this research was collected from the students of English teaching department at IAIN Batusangkar registered in 2020/ 2021 academic year who had taken English vocabulary subject.

C. Research Informant

The research informants are persons who have contributed to the research by providing information and situations. Informants are persons who helped the researcher understand the subject they were researching. (Gay in Kamil 2020: 26). The informants of this research was the students who had taken vocabulary subject in 2020/ 2021 academic year and informant of this research was English students department who had taken vocabulary subject, especially the second semester who were registered in 2020/ 2021 academic year and then students who faces difficulties in online learning vocabulary during covid-19. On other hand, the research informant should have some criteria. There are: 1) honest, 2) consistent, 3) speaking up, 4) subject is not involved at certain group, and 5) subjects have views about certain case that happening (Moleong in Anugrah in Kamil 2020: 27).

Considering the criteria above, the informant of this research were taken by using purposive sampling technique. Purposive sampling is a technique for selecting a sample to obtain data from a specific source, such as informants who are expected to know more about what the researcher is looking for (Sugiyono, in Kamil 2020: 27). Purposive sampling is also called a judgment sampling. The researcher was selected a sample based on his/her experience or knowledge of the students to be sampled. (Gay in Kamil 2020: 27).

She chose this method of sampling because in qualitative research, the researcher selects informants and settings through purposeful sampling, depending on the places and people who may best assist him in understanding the fundamental phenomenon. (Creswell in Kamil, 2020: 27). By applying this technique, she choosed them based on the above criteria. A total of 8 informantsin this research were one male and eight fimale. Based on the theories, this research was conducted to the students who have studied vocabulary subject in the second semester students of

English teaching department at IAIN Batusangkar registered in 2020/ 2021 academic year.

D. **Technique of Data Collection**

1. **Research Instrument**

The key instrument in this research was the researcher herself. The data was collected by doing interview. She was interviewed first and interpreted the data by herself. She was asked the informant about difficulties in online learning vocabulary during Covid-19 Pandemics in vocabulary class.

Before doing interview, the researcher was created an interview guide to help her in order to find students' difficulties in online learning vocabulary during Covid-19 pandemics in vocabulary class. Then, she did the interview. Interview guide was used if the researcher wishes to learn more about the informant, an interview guide is employed to collect data (Sugiyono in Kamil, 2020: 27).

An interview is a purposeful communication in which one person finds information from another (Gay in Kamil, 2020: 28). The researcher was asked some questions to the informants about what their difficulties in online learning vocabulary during Covid-19 Pandemics in vocabulary subject. Then, she was used additional instrument in this research, such as use recorder.

E. **Checking of Data Trustworthiness**

In this research, the researcher was checked the data trustworthiness. Trustworthiness is divided into four categories: credibility, which roughly corresponds to the positivist concept of internal validity; dependability, which is more concerned with reliability; transferability, which is a type of external validity; and conformability, which is largely a presentation issue (Gunawan in Kamil, 2020: 28).

In analyzing the data, the researcher was used prolonged engagement. Prolonged engagement with study participants and community is

recommended in order gain their trust and establish rapport. This is likely to allow the researcher to obtain more detailed information from the respondents and to identify relevant characters in the community in relation to the issue under investigation, allowing the researcher to focus on them more closely and ensure that the research topic is thoroughly explored(Hadi in Kamil 2020: 28). This mean that she was do depht interview to the research informants to gather more detailed information in order to obtain a comprehensive result.

Then, the researcher was checked the data trustworthiness by using interview. If there is lack of information or lack of data, she was taked the data back to the informant concerned as additional information.

F. Technique of Data Analysis

The data was collected through interview result about students' difficulties in online learning vocabulary during Covid-19 Pandemic in vocabulary class. To analyze the data, the researcher was used in three steps. There are three kinds of activity in analysis of qualitative data (Miles and Huberman in Sugiyono, 2007: 338). They are:

1. Reduction of the data.

   Reduction of the data is disturbed as the process of choice, focused, simplification, abstraction, data transformation that exist from written notes in the field. The reduction of the data is happening during the interview. In the data reduction, the researcher was did the some activities.

   In reducing the data, the researcher was did some steps. First, she was interviewed the research informants. Second, she was maked transcription based on interview result. Third, she was bold the information about students' difficulties in online learning vocabulary during Covid-19 Pandemic. Then, she was coded the researcher, the informant and the difficulties. R was coded for researcher. I was coded for informant, for example informant 1 was coded by I-1;

informant 2 was coded by I-2; informant 3 was coded by I-3; informant 4 was coded by I-4, and so on. D was coded for difficulties, for example difficult 1 was coded by D.1; difficult 2 was coded by D.2; difficult 3 was coded by D-3; difficult 4 was coded by D.4, and so on.

2. Display of the Data

    Data display is a collection of information that has been compiled and given the ability to come to a conclusion. In this step, the researcher was analyzed   students' difficulties in online learning vocabulary during Covid-19 Pandemics.

3. Conclusion drawing and verification of the data

    After reducing the data and display the data, the final step is she was try to make coclusion and verification of the data. In this step, she was verified and concluded students' difficulties in online learning vocabulary during Covid-19 Pandemics.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This chapter presents the result of the research entitled students' difficulties in online learning vocabulary during covid-19 pandemics (A Study of the Second Semester Students of English Teaching Department at IAIN Batusangkar Registered in 2020/ 2021 Academic Year). The data was collected through interviews. A total of nine participants in this research were chosen by using purposive sampling. The range of interviews was about 3-7 minutes, the interview was digitally recorded by phone and continued to transcription. The informants of this research were one male and eight females. The researcher interviewed by phone call Monday, July 19th, 2021 to the first interview. After that the researcher interviewed by a phone call to clarify the first information on Thursday, July 29th 2021 to the second interview. The researcher interviewed by using Bahasa Indonesia to make the communication ran well and effectively.

At the end of data collection, the researcher analyzed them by reducing the data of the interview. Based on the data analysis, the researcher found several students' difficulties in online learning vocabulary during covid-19 pandemics. The difficulties were: 1) Being difficult to differentiate homonyms, 2) Having lack of resources in learning vocabulary because of signal failure, 3) Being difficult to search the learning sources independently, 4) Being difficult to do group discussion, 5) Being difficulty in memorizing vocabulary, 6) Being difficult to differentiate part of speech, 7) Having additional cost to buy internet quota, 8) Being difficult to pronunciation the word. 9) Being difficult using appropriate use, 10) Being Difficulty concentrating for long time in online learning, 11) Having less interaction with lecturers,

12) Having lack varied learning media, 13) Being difficulty in preposition word, 14) Being difficulty in Idiomatic.

The following explanation is the results of the interview got from informants deal with students' difficulties in online learning vocabulary during covid-19 pandemics.

1. Being difficult to differentiate homonyms

Based on the first interview did to the informants, the researcher found students' difficulties. It can be seen from the informant 1 (I-1), informant 2 (I-2), informant 4 (I-4), informant 6 (I-6), informant 7 (I-7) and informant 9 (I-9). The researcher interviewed with those informants in different time. The explanation about this can be seen in the following part.

The researcher did interview with informant 1 (I-1) on Monday, July 19th 2021 at 07.20 AM. The interview result was:

R   :"Kira-kira menurut I-1 apa kesulitan dalam Belajar vocebulary Online Selama Pandemi Covid-19?"
(In your opinion, what are the difficulties in online learning vocabulary during covid-19?)

I-1   :"Hmmmm, mungkin yang **di vocabulary adanya kata-kata yang hampir sama gitu pengucapannya kak, namun berbeda tulisan dan artinya kak kayak by (oleh) dengan bye(selamat tinngal)kan hampir sama tu kak jadinya susah kak "**
(Hmmmm, maybe in the vocabulary there are words that are almost the same as they are pronounced, sis, but they have different writings and their meanings, like by (by) and bye (goodbye) are almost the same, so it's difficult, bro, and lack of learning resources, bro, so it's a bit it's hard)

Next, the researcher did interview with informant 2 (I-2) on Monday, July 19th 2021 at 07.27 PM. The interview result was:

R   :"Kira-kira menurut I-2 apa kesulitan dalam Belajar vocebulary Online Selama Pandemi Covid-19?"
(In your opinion, what are the difficulties in online learning vocabulary during covid-19?)

I-2   : "Itu kak yang apa namanya yang waktu ada pelajaran sama bapak tu **kata-kata yang pengucapannya sama tapi arti**

dan tulisannya beda gitu kak itu yang buat I-2 kadang susah untuk mempelajari atau mengerti vocab kak"
(What's the name, Sis, what is the name when you have a lesson with your lecturer, the words have the same pronunciation but the meaning and writing are different, Sis, that's what makes I-2 sometimes difficult to learn or understand vocabulary, Sis)

Next, the researcher did interview with informant 4 (I-4) on Monday, July 19th 2021 at 21.08 PM. The interview result was:

R   :"Kira-kira menurut I-4 apa kesulitan dalam Belajar vocebulary Online Selama Pandemi Covid-19 ?
(In your opinion, what are the difficulties in online learning vocabulary during covid-19?)"

I-4   : "Terus dan terkadang **kata yang di vocabulary memiliki meaning lebih dari satu dan sulit untuk saya membedakannya."**
(Words and sometimes words in the vocabulary have more than one meaning and it's hard for me to tell them apart).

Next, the researcher did interview with informant 6 (I-6) on Thursday, July 21th 2021 at 08.24 AM. The interview result was:

R   : "Kira-kira kesulitan yang lain ada ngk yang dirasakan??
(Do you have any other difficulties that you feel?)"

I-6   : **Yang paling sulit dalam kosakata adalah ketika kata tu membacanya sama kak tapi artinya tu berbeda** kak.
(The most difficult thing in vocabulary is when the word reads the same, sis, but the meaning is different, sis)

Next, the researcher did interview with informant 7 (I-7) on Thursday, July 21th 2021 at 05.27 PM. The interview result was:

R   :"Kira-kira menurut I-7 apa kesulitan dalam Belajar vocebulary Online Selama Pandemi Covid-19 ?
(In your opinion, what are the difficulties in online learning vocabulary during covid-19?)"

I-7   : Dan juga dalam **belajar kosakata tu dalam 1 kosakata tuh ada yang memiliki makna dan memiliki arti yang berbeda tapi pengucapannya sama kak,itu membuat saya sulit kak dan binggung** kak.
(And also in learning that vocabulary, in one vocabulary there are those that have meanings and have different meanings but the pronunciation is the same, bro, that makes it difficult for me, bro and confused)

Next, the researcher did interview with informant 9 (I-9) on Sunday, July 25th 2021 at 22.09 PM. The interview result was:

R   :"Kira-kira menurut I-9 apa kesulitan dalam Belajar vocebulary Online Selama Pandemi Covid-19 ?
(In your opinion, what are the difficulties in online learning vocabulary during covid-19?)"

I-9   : "Terus ketika belajar vocab tu saya menemukan **kata yang pengucapannya tu persis kak, tapi maknanya tidak sama dalam satu vocabulary itu kak susah"**
(Then, when I was learning the vocabulary, I found a word that had the exact pronunciation, bro, but the meaning was not the same in the same vocabulary, bro, it was difficult)

2. Having lack of resources in learning vocabulary because of signal failure.

Based on the first interview did to the informants, the researcher found students' difficulties. It can be seen from the informant I.1, I.5, I.6, I.8, and I.9. The researcher interviewed with those informants in different time. The explanation about this can be seen in the following part.

The researcher did interview with informant 1 (I-1) on Monday, July 19th 2021 at 07.20 AM. The interview result was:

R   :"Kalau kesulitan lainnya ada tidak?
(If there are other difficulties or not?)"

I-1   :"Kalau menurut saya sih kak kesulitannya itu kak kekurangan sumber belajar kak, mungkin kalau offline kan bisa keperpustakan buat nyari buku gitu kak, pas online Cuma kayak google, jurnal gitu kak.**kayak keterbatasan sumber gitu kak ,kadang-kadang jaringan juga bermasalah kak sehinnga untuk mengakses sumber belajar itu jadi susah** kak."
"(In my opinion, bro, the problem is that you lack learning resources, bro, maybe if you go offline, you can go to the library to look for books, bro, when you are online, it's just like google, journals, bro. Accessing learning resources is difficult.)"

Next, the researcher did interview with informant 5 (I-5) on Monday, July 19th 2021 at 21.08 PM. The interview result was:

R   :"Kira-kira menurut I-5 apa kesulitan dalam Belajar vocebulary Online Selama Pandemi Covid-19 ?
(In your opinion, what are the difficulties in online learning vocabulary during covid-19?)"

I-5   :"Kesulitan belajar vocabulary online kadang **jaringannnya susah atau jelek gitu kak yang bikin ngak focus sehingga kalau yang disampaikan bapak itu jadi ngk jelas** ya saya jadinya ngk focus kak dan main-main kak"
(It's difficult to learn vocabulary online, sometimes the network is difficult or bad, Sis, which makes you not focus, so if what you say is not clear, I will not focus, Sis, and play around.)

Next, the researcher did interview with informant 6 (I-6) on Thursday, July 21th 2021 at 08.24 AM. The interview result was:

R   :"Kira-kira menurut I-6 apa kesulitan dalam Belajar vocebulary Online Selama Pandemi Covid-19 ?
(In your opinion, what are the difficulties in online learning vocabulary during covid-19?)"

I-6   :"Hmmm yang pasti belajar vocab seringnya menggunakan zoom **kendala yang paling besar adalah kendala jaringan dan eeeeeee tidak sikronnya kadang bapak lagi menanyakan namun tidak terdengar dan membutuhkan waktu agar informasi itu sampai jadi kendala yang paling besar melewati masa pandemic adalah jaringan**
(hmmm for sure learning vocab often using zoom the biggest obstacle is the network problem and eeeeee it's out of sync sometimes you ask but you don't hear it and it takes time for the information to become the biggest obstacle through the pandemic period is the network)

Next, the researcher did interview with informant 8 (I-8) on Sunday, July 25th 2021 at 22.09 PM. The interview result was:

R   :"Kira-kira menurut I-8 apa kesulitan dalam Belajar vocebulary Online Selama Pandemi Covid-19 ?
(In your opinion, what are the difficulties in online learning vocabulary during covid-19?)"

I-8   :"Masalah lainnya,itu hmmm juga **kekurangan sumber-sumber belajar** kak,kayak masalah sumber belajarnya tu kayak kurang ngerti gitu kak saat dibaca, kurang jelas gitu kak"

(Another problem, hmmm, there's also a lack of learning resources, bro)

Next, the researcher did interview with informant 9 (I-9) on Sunday, July 25th 2021 at 22.09 PM. The interview result was:

R :"Kira-kira menurut I-9 apa kesulitan dalam Belajar vocebulary Online Selama Pandemi Covid-19 ?
(In your opinion, what are the difficulties in online learning vocabulary during covid-19?)"

I-9 :"Eeeeeee,menurut I-9 kurang efektif kak dikarnakan eee sulitnya ee **banyaknya ee kekurangan sumber belajar**
(Eeeeeee, according to I-9, it's less effective, sis, because it's difficult, there's a lot of it, there's a shortage of learning resources)"

3. Being difficult to search the learning sources independently

Based on the first interview did to the informants, the researcher found students' difficulties. It can be seen from the informant I.3 on Monday, July 19th 2021 at 20.33 PM. The interview result was:

R :"Kira-kira menurut I-3 apa kesulitan dalam Belajar vocebulary Online Selama Pandemi Covid-19 ?
(In your opinion, what are the difficulties in online learning vocabulary during covid-19?)"

I-3 :"Kesulitan yang paling berasa sih **kekurangan bahan ajar ya kak, karna pelajaran kita dapatkan Cuma dari dosen itu aja sih kak,dan kita tidak bisa mencari sumber referensi lain dikarnakan yang pertama untuk hidup sendiri biasanya untuk mencari e-book yang bermuatan bagus dan gratis itu susah** dan juga kemaren itu dari kita masih bermasalah ya kak,terus juga dirumah aja jadi susah untuk mencari referensi tambahan itu sih kak"
(The most difficult difficulty is the lack of teaching materials, sis, because the lessons we get are only from the lecturer, bro, and we can't look for other reference sources because the first one to live alone is usually to find e-books that are good and free, it's difficult and also yesterday from us, we still had problems, sis, just stay at home so it's hard to find that additional reference, sis).

After identifying the interview result, the researcher did second interview with informant 3 (I-3) in order to clarified the

data that had been said in the first interview. The interview was done on Thursday, july 29th 2020 at 20.14 PM. She got information about her statement. The interview result was:

R :"Perkenalkan nama saya melta fitri, mahasiswi TBI IAIN Batusangkar semester delapan. Setelah saya mewawancarai saudara beberapa waktu yang lalu dapat saya tarik kesimpulan saudara bahwa saudara mengalami kesulitan dalam belajar vocabulary online selama pandemic covid-19 kesulitannya yaitu yang pertama kekurangan bahan ajar atau referensi, yang kedua tidak bisa melaksanakan diskusi kelompok,bisakah saudara menjelaskan maksut dari kesulitan tersebut!"

(Introducing my name is Melta Fitri, an eighth semester student of TBI IAIN Batusangkar. After I interviewed you some time ago, I can draw your conclusion that you have difficulty in learning vocabulary online during the covid-19 pandemic, the first difficulty is the lack of teaching materials or references, the second cannot carry out group discussions, can you explain the meaning of the difficulties)

I-3 :"Baiklah kak I-3 akan jelaskan yang pertama perihal **kesulitan mendapatkan bahan ajar dikarenakan vocabulary ini,memiliki referensi yang berbeda-beda dengan link yang lain pun beda pembahasannya,nah itu sebabnya sulit mencari bahan ajar itu dan juga banyaknya e-book yang kita cari internet itu berbayar jadi tidak bisa diakses secara muda dan juga untuk itu ngk ada cara lain kan selain mencari buku,jadi waktu itu I-3 mencari-cari diperpustakaan dibatusangkar tapi tidak** mendapatkan yang benar-benar sesuai itu permasalahannya kak,kalau yang satu lagi perihal kesulitan belajar kelompok ya secara harfiah lebih baik dikerjakan bersama-sama ditempat yang sama atau waktu yang sama jadi untuk diskusi atau belajar kelompok secara virtual itu kurang klop aja rasanya kak,dan pemahaman yang kita dapatkan itu berbeda dan tidak mendapatkan satu pemahaman yang sama kak,dan bertemu secara langsung itu kita bisa mendapat energi yang berbeda kak.

(Okay, I-3 will explain the first one about the difficulty of getting teaching materials because of this vocabulary, it has different references with other links and the discussion is different, so that's why it's difficult to find teaching materials and also the number of e-books that we look for on the internet. it's paid so it can't be accessed young and also for that there is no other way right besides looking for books, so

at that time I-3 looked around in the library in the cage but couldn't find the right one, that's the problem, sis, if the other one is about difficulty group study, literally, it's better to do it together in the same place or at the same time, so for discussion or virtual group study it doesn't feel right, Sis, and the understanding we get is different and we don't get the same understanding, Sis, and When we meet face-to-face, we can get different energies, sis)

4. Being difficult to do group discussion

Based on the first interview did to the informants, the researcher found students' difficulties. It can be seen from the informant I.3 on Monday, July 19th 2021 at 20.33 PM. The interview result was:

R   :"Kira – kira ada lagi ngk kesulitan I-3 rasakan?"
       (Do you think there   are more difficulties I-3   feel?

I-3 :"Kalau dalam belajarnya bagi I-3 ngk ada ya kak **tapi kesulitan yang I-3 dapetin mungkin karna belajarnya secara daring ya kak via zoom, jadi tidak bisa melaksanakan seperti diskusi kelompok gitu kak,padahalnya tu kalau untuk pelajaran vocabulary menurut I-3lebih enak dibuat pakai kelompok-kelompok gitu** kak ,jadi kek brainstorming gitu kak"
      (In terms of learning for I-3, there's nothing, sis, but the difficulty I-3 is getting, maybe because you're learning online, bro, via zoom, so you can't do it like a group discussion, sis, even though it's better for I-3 vocabulary lessons to make use groups like that, bro, so it's like brainstorming, bro)

After identifying the interview result, the researcher did second interview with informant 3 (I-3) in order to clarified the data that had been said in the first interview. The interview was done on Thursday, july 29th 2020 at 20.14 PM. She got information about her statement. The interview result was:

R   :"Perkenalkan nama saya melta fitri, mahasiswi Tbi IAIN Batusangkar semester delapan. Setelah saya mewawancarai saudara beberapa waktu yang lalu dapat saya tarik kesimpulan saudara bahwa saudara mengalami kesulitan dalam belajar vocabulary online selama pandemic covid-19 kesulitannya yaitu yang pertama kekurangan bahan ajar atau referensi, yang

kedua tidak bisa melaksanakan diskusi kelompok,bisakah saudara menjelaskan maksut dari kesulitan tersebut!"
(Introducing my name is Melta Fitri, an eighth semester student of Tbi IAIN Batusangkar. After I interviewed you some time ago, I can draw your conclusion that you have difficulty in learning vocabulary online during the covid-19 pandemic, the first difficulty is the lack of teaching materials or references, the second cannot carry out group discussions, can you explain the meaning of the difficulties)

I-3 :"Baiklah kak   I-3 akan jelaskan yang pertama perihal kesulitan mendapatkan bahan ajar dikarenakan vocabulary ini,memiliki referensi yang berbeda-beda dengan link yang lain pun beda pembahasannya,nah itu sebabnya sulit mencari bahan ajar itu dan juga banyaknya e-book yang kita cari internet itu berbayar jadi tidak bisa diakses secara muda dan juga untuk itu ngk ada cara lain kan selain mencari buku,jadi waktu itu I-3 mencari-cari diperpustakaan dibatusangkar tapi tidak mendapatkan yang benar-benar sesuai itu permasalahannya kak,**kalau yang satu lagi perihal kesulitan belajar kelompok ya secara harfiah lebih baik dikerjakan bersama-sama ditempat yang sama atau waktu yang sama jadi untuk diskusi atau belajar kelompok secara virtual itu kurang klop aja rasanya kak,dan pemahaman yang kita dapatkan itu berbeda dan tidak mendapatkan satu pemahaman yang sama kak,**dan bertemu secara langsung itu kita bisa mendapat energi yang berbeda kak."
(Okay, I-3 will explain the first one about the difficulty of getting teaching materials because of this vocabulary, it has different references with other links and the discussion is different, so that's why it's difficult to find teaching materials and also the number of e-books that we look for on the internet. it's paid so it can't be accessed young and also for that there is no other way right besides looking for books, so at that time I-3 looked around in the library in the cage but couldn't find the right one, that's the problem, sis, if the other one is about difficulty group study, literally, it's better to do it together in the same place or at the same time, so for discussion or virtual group study it doesn't feel right, Sis, and the understanding we get is different and we don't get the same understanding, Sis, and When we meet face-to-face, we can get different energies, sis**).**

5. Being difficulty in memorizing vocabulary

Based on the first interview did to the informants, the researcher found students' difficulties. It can be seen from the

informant I.4 and I.7, The researcher interviewed with those informants in different time. The explanation about this can be seen in the following part.

The researcher did interview with informant 1 (I-4) on Monday, July 19th 2021 at 21.08 PM. The interview result was:

R :"Kira-kira menurut I-4 apa kesulitan dalam Belajar vocebulary Online Selama Pandemi Covid-19 ?
(In your opinion, what are the difficulties in online learning vocabulary during covid-19?)"

I-4 : Oooo didalam belajar vocabulary tu terkadang **kekurangannya itu, saya terkadang mengalami kesulitan dalam penghafalan vocabulary**
(Oooo, in learning vocabulary, sometimes it is lacking, I sometimes have difficulty in memorizing vocabulary)

Next, the researcher did interview with informant 7 (I-7) on Thursday, July 21th 2021 at 05.27 PM. The interview result was:

R :"Kira-kira menurut I-7 apa kesulitan dalam Belajar vocebulary Online Selama Pandemi Covid-19 ?"
(In your opinion, what are the difficulties in online learning vocabulary during covid-19?)

I-7 : Menurut saya yaitu **sulit menghafal vocabulary**
(In my opinion, it is difficult to memorize vocabulary)

6. Being difficult to differentiate part of speech

Based on the first interview did to the informants, the researcher found students' difficulties. It can be seen from the informant I.4 and I.5 The researcher interviewed with those informants in different time. The explanation about this can be seen in the following part.

The researcher did interview with informant 1 (I-4) on Monday, July 19th 2021 at 21.08 PM. The interview result was:

R :"Kira-kira menurut I-4 apa kesulitan dalam Belajar vocebulary Online Selama Pandemi Covid-19 ?
(In your opinion, what are the difficulties in online learning vocabulary during covid-19?)"

I-4 : **Sulit untuk saya membedakannya. Dia tu kan ada kayak verb 1, verb 2** jadi itu juga sulit kak,jadi itu kesulitanya dalam Pembelajarannya kak.

(hard for me to tell the difference. It's like verb 1, verb 2, so it's also difficult, Sis, so that's the difficulty in learning, Sis)

Next, the researcher did interview with informant 1 (I-5) on Thursday, July 20th 2021 at 08.29 AM. The interview result was:

R   : "Kira-kira ada ngk kesulitan yang lain?
(are there any other difficulties?)"

I-5 :" Kalau materi, kesulitannya tu terkadang ya misalnya sering **kesulitan membedakan kayak, kata ini bagian yang mana,ini bagian yang mana, kayak verb, adverb, pronoun kayak pengklasifikasian materi nya itu masuk kemana susah kadang kak.**"
(When it comes to material, sometimes the difficulty is, for example, it is often difficult to distinguish like, which part of the word is this, which part is this, such as verbs, adverbs, pronouns, such as where to classify the material, sometimes it's difficult, bro)

7. Having additional cost to buy internet quota

Based on the first interview did to the informants, the researcher found students' difficulty. It can be seen from the Informant 6(I-6) on Thursday, July 21th 2021 at 08.24 AM .respond as follows:

R   :"Selain jaringan apakah masih ada lagi kendala   atau kesulitan lainnya?"
(Apart from the network, are there any other problems or difficulties?)

I-6 :Selain jaringan tentu eee **biaya yang bertambah untuk membeli paket data** seperti itu kak,
(Apart from the network, of course, **the cost increases to buy a data package** like that, sis, besides that.

8. Being difficult to pronunciation the word

Based on the first interview did to the informants, the researcher found students' difficulties. It can be seen from the informant I.6 and I.9. The researcher interviewed with those informants in different time. The explanation about this can be seen in the following part.

The researcher did interview with informant 6 (I-6) on Thursday, July 21th 2021 at 08.24 AM. The interview result was:

R   :"Kira-kira kesulitan yang lain ada ngk yang dirasakan?
           (Do you have any other difficulties that you   feel?)"
I-6   :"Ada juga di vocab tu terdapat **kata-kata yang sulit pembacaannya** kak, kayak entrepreneur atau pengusaha kak."
           (There are also words in the vocab that are difficult to read, sis, like entrepreneur or businessman sist).

Next, the researcher did interview with informant 9 (I-9) on Sunday, July 25th 2021 at 22.09 PM. The interview result was:

R   :"Kira-kira menurut I-9 apa kesulitan dalam Belajar vocebulary Online Selama Pandemi Covid-19 ?"
           (In your opinion, what are the difficulties in online learning vocabulary during covid-19?)
I-9   :"Terusss dalam pengucapan eee vocabularynya tu kadang saya **kesulitan kak dalam pengucapan kata kak**
           (keep on pronouncing the vocabulary, sometimes I have trouble pronouncing the words sis)."

9. Being difficult using appropriate use

Based on the first interview did to the informants, the researcher found students' difficulty. It can be seen from the Informant 7(I-7) Thursday, July 21th 2021 at 05.27 PM .respond as follows:

R   :"Kira-kira apalagi kesulitan yang I.7 rasakan selama pandemic covid -19?"
           (What about the difficulties I.7 felt during the COVID-19 pandemic?
I-7   :"Kan banyak mempelajari kosakata tu kak, tapi nggak **tahu cara menggunakannya kata-kata yang benar dalam percakapan gitu kak,kadang tu suka binggung**, ini cocoknya yang mana, yang cocoknya buat yang mana kek gitu kak"
           (You learn a lot of vocabulary, Sis, but don't know how to use the right words in conversation, Sis, sometimes you get confused**,** which one is right for you, which one is right for you, Sis**)**

10. Being Difficulty concentrating for long time in online learning

Based on the first interview did to the informants, the researcher found students' difficulty. It can be seen from the Informant 8(I-8) on Thursday, July 22th 2021 at 15.51 PM respond as follows:

R :"Kira-kira menurut I-8 apa kesulitan dalam Belajar vocebulary Online Selama Pandemi Covid-19 ?
(In your opinion, what are the difficulties in online learning vocabulary during covid-19?)"

I-8 :"Itu **susah untuk berkonsentrasi belajar daring ni   kak, untuk waktu yang lama tu susah** kak"
(It's hard to concentrate on studying online, sis,   for a long time it's hard, sis)

After identifying the interview result, the researcher did second interview with informant 8 (I-8) in order to clarified the data that had been said in the first interview. The interview was done on Thursday, Friday, july 29th 2020 at 21.09 PM she got information about her statement. The interview result was:

R :"Susah berkonsentrasi dalam waktu yang lama   dalam perkuliahan online bisakah saudara menjelaskan maksut dari kesulitan tersebut!"
(hard to concentrate for a long time in online lectures can you explain the meaning of the difficulty!

I-8 **:"**iya kak, Eeee karna **media yang digunakan tu daring kan menngunakan hp kalau misalnya kek lama kita melihat hp bisa saja kita tertarik untuk membuka yang lain**"
(Yes, Sis, Eeee, because the media used is online, we use cellphones, if for example, when we look at cellphones, we might be interested in opening other things).

11. Having Less interaction with lecturers

Based on the first interview did to the informants, the researcher found students' difficulty. It can be seen from the Informant 8(I-8) on Thursday, July 22th 2021 at 15.51 PM respond as follows:

R :"Kira-kira menurut I-8 apa kesulitan dalam Belajar vocebulary Online Selama Pandemi Covid-19 ?
(In your opinion, what are the difficulties in online learning vocabulary during covid-19?)"

I-8 :"**kurang berinteraksi dengan bapak**
(less interaction with lecturer)"

After identifying the interview result, the researcher did second interview with informant 8 (I-8) in order to clarified the

data that had been said in the first interview. The interview was done on Thursday, Friday, july 29th 2020 at 21.09 PM she got information about her statement. The interview result was:

R   :"Yang kedua kurang interaksi dengan dosen. bisakah
        saudari menjelaskan maksut dari kesulitan tersebut!"
        (The second is less interaction with   lecturers. can
        you explain the meaning of the trouble!)
I-8   :"Itu karna apa kak, kadang e mahasiswa ni **merasa takut
        untuk bertanya kak atau berinteraksi kadang takut kita
        pertanyaan kita tu salah kadang kita merasa kek bener
        ngk pertanyaan"**
        (What's the reason, sis, sometimes these students are afraid to
        ask sis or interact, sometimes we are afraid that our questions
        are wrong, sometimes we feel like the questions are right or
        not)

12. Having lack varied learning media

   Based on the first interview did to the informants, the researcher found students' difficulty. It can be seen from the Informant 8(I-8) on Thursday, July 22th 2021 at 15.51 PM respond as follows:

R   :"Kira-kira menurut I-9 apa kesulitan dalam Belajar
        vocebulary Online Selama Pandemi Covid-19 ?
        (In your opinion, what are the difficulties in online learning
        vocabulary during covid-19?)"
I-8   **:"Karna medianya tu kayak zoom kak terlalu monoton
        kak."**
        (Because the media is like zoom, Sis, it's too monotonous)

   After identifying the interview result, the researcher did second interview with informant 8 (I-8) in order to clarified the data that had been said in the first interview. The interview was done on Thursday, Friday, july 29th 2020 at 21.09 PM she got information about her statement. The interview result was:

R   :"Yang ketiga medianya terlalu monoton. Maksutnya disini
        apa ya dik?"
        (The third medium is too monotonous. What's the point here,
        bro?

I-8 :"Mediannya,biasanya **tu ngezoom gitu kan kak jan kan ngezoom ngezoom gitu kan kak kek bosan gitu kak kek ngk ada variasinya"**
(The median is, usually the father is zooming like that, right, Sis, isn't it zooming, isn't it, Sis, you're bored, Sis, Sis, there's no variation).

13. Being difficulty in preposition word

Based on the first interview did to the informants, the researcher found students' difficulty. It can be seen from the Informant 8(I-8) on Thursday, July 22th 2021 at 15.51 PM respond as follows:

R :"Kira-kira ada lagi ngk kesulitan lainnya??
(Do you think there are any other difficulties?)"

I-8 :"**Kurang paham terkadang dalam menempatkan at, in, on kadang I-8 ragu kak gitu** kak"
(I don't understand sometimes when I put at, in, on sometimes I-8 I doubt that bro)

14. Being difficulty in Idiomatic

Based on the first interview did to the informants, the researcher found students' difficulty. It can be seen from the Informant 8(I-8) on Thursday, July 22th 2021 at 15.51 PM respond as follows:

R :"Kira-kira ada lagi ngk kesulitan lainnya??"
(Do you think there are any other difficulties?)

I-8 :"Ada yang lain **artinya tu beda kayak yang kita pikirkan atau yang kita cari kak gitu kak, kayak contohnya eeeea a piece of cake biasanya itu kan artinya kalau kita cari di google sepotong roti gitu kan kak,ternyata artinya tu ini muda gitu kak"**
(There are other meanings, it's different from what we think or what we're looking for, sis, like for example, eeeea a peach of cake, usually it means that if we search on google for a piece of bread, right, sis, it means it's young, sis)

B. **Discussion**

In this discussion, the researcher discusses students' difficulties in online learning vocabulary during covid-19 pandemics (a study of the second semester students of English teaching department at IAIN Batusangkar registered in 2020/ 2021 academic year). Based on the interview result, there are fourteen difficulties faced by students in online learning vocabulary during covid-19 pandemics (a Study of the second semester students of English teaching department at IAIN Batusangkar registered in 2020/ 2021 academic year). There were: 1) Being difficult to differentiate homonyms, 2) Having lack of resources in learning vocabulary because of signal failure, 3) Being difficult to search the learning sources independently, 4) Being difficult to do group discussion, 5) Being difficulty in memorizing vocabulary, 6) Being difficult to differentiate part of speech, 7) Having additional cost to buy internet quota, 8) Being difficult to pronunciation the word. 9) Being difficult using appropriate use, 10) Being Difficulty concentrating for long time in online learning, 11) Having less interaction with lecturers, 12) Having lack varied learning media, 13) Being difficulty in preposition word, 14) Being difficulty in Idiomatic.

The first difficulty is difficult to differentiate homonyms. Informant (I-1, I-2, I-4, I-6, I-7 and I-9) faced this difficulty in online learning vocabulary during covid-19 pandemic. This difficulty means when the students learning vocabulary, they difficult to differentiate homonyms because of homonym it has the same pronunciation but the meaning is different, making it difficult for students to distinguish between them. In line with the results of the research, expert classifies the kinds of difficulties faced by students in vocabulary learning were various. The students' difficulties included the following such as individual characteristics, technical challenges, knowledge challenges, and contextual challenges (Sadikin in huei et al, 2021).

The second difficulty is having lack of resources in learning vocabulary because of signal failure. Informant (I-1, I-5, I-6, I-8, and I-9). Faced this difficulty in online learning vocabulary during covid-19 pandemics. This difficulty means when the students learning vocabulary, they having lack of resources because of signal failure, when students have network problems, they will find it difficult to access learning resources. In line with the results of the research, expert classifies the kinds of difficulties faced by students in vocabulary learning were various. The students' difficulties included the following such as individual characteristics, technical challenges, knowledge challenges, and contextual challenges (Sadikin in huei et al, 2021).

The third difficulty is being difficult to search the learning sources independently. Informant (I-3) faced this difficulty in online learning vocabulary during covid-19 pandemics. This difficulty means when the students learning vocabulary, they difficult to search the learning sources by individually because the first one to live alone is usually difficult to find e-books that are good and free.

The fourth difficulty is being difficult to do group discussion. Informant (I-3) faced this difficulty in online learning vocabulary during covid-19 pandemics. This difficulty means when the students learning vocabulary, they difficult to do group discussion because the virtual group doesn't fit well.

The fifth difficulty is being difficulty in memorizing vocabulary. Informant (I-3 and I-7) faced this difficulty in online learning vocabulary during covid-19 pandemic. This difficulty means when the students learning vocabulary, they difficulty in memorizing vocabulary. In line with the results of the research, expert classifies the kinds of difficulties faced by students in vocabulary learning were various. The students' difficulties included the following such as individual characteristics, technical challenges, knowledge challenges, and contextual challenges (Sadikin in huei et al, 2021).

The sixth difficulty is being difficult to differentiate part of speech. Informant (I-4 and I-5) faced this difficulty in online learning vocabulary during covid-19 pandemic. This difficulty means when the students learning vocabulary, they difficulty differentiate part of speech. In line with the results of the research, expert classifies the kinds of difficulties faced by students in vocabulary learning were various. The students' difficulties included the following such as individual characteristics, technical challenges, knowledge challenges, and contextual challenges (Sadikin in huei et al, 2021).

The seventh difficulty is having additional cost to buy internet quota. Informant (I-6) faced this difficulty in online learning vocabulary during covid-19 pandemic. This difficulty means when the students learning vocabulary, they difficulty to have additional cost to buy internet quota. . In line with the results of the research, expert classifies the kinds of difficulties faced by students in vocabulary learning were various. The students' difficulties included the following factors make difficult lot of online teaching problems occur when teaching vocabulary in a pandemic for example, students and teachers face communication breakdowns, insufficient facilities such as slow laptops, high internet costs, limited ability to use applications, and students and lecturers who are unfamiliar with online learning, all of which affect students' motivation to learn (Nizar, 2020).

The eigth difficult is difficult to pronunciation the word. Informant (I-6 and I-9) faced this difficulty in online learning vocabulary during covid-19 pandemic. In line with the results of the research, expert classifies the kinds of difficulties faced by students in vocabulary learning were various. The students' difficulties included the following, almost all of the students struggle to pronounce the words, how to spell and write, one of the causes of students' difficulties in learning vocabulary is the difference in the grammatical form of a word known as inflection, the

students struggled with determining the correct meaning of the words and also still because of the context, it's difficult to use the word correctly, the last, when the students found words or expression this was idiomatic the students still confuse (Rohmatillah, 2014:69)

The nineth difficult is being difficult using appropriate use. Informant (I-7) faced this difficulty in online learning vocabulary during covid-19 pandemic. In line with the results of the research, expert classifies what makes a vocabulary item easy or difficult. A number of factors can influence how easy or difficult a vocabulary item is: similarity to L1, similarity to English words already known, connotation, spelling and pronunciation, multi-word items, collocation, appropriate use(Gower, Philips & Walter in Rohmatillah,2014:69).

The tenth difficulty is being difficulty concentrating for long time in online learning. Informant (I-8) faced this difficulty in online learning vocabulary during covid-19 pandemics. This difficulty means when the students learning vocabulary, they difficulty concentrating for long time in online learning because if you look at the student's cellphone for a long time, you are interested in opening another one and making students difficulty concentrating for long time in online learning. In line with the results of the research, expert classifies the kinds of difficulties faced by students in vocabulary learning were various. The students' difficulties included the following; The first is difficult to keep classes for longer duration during online classes. Second is there is lack of teacher student interaction in online classes. Third is technical issues effect the flow and pace of online classes. The fourth is there is lack of work satisfaction while taking online classes. The fifth is students do not take online classes seriously. Last is students show lack of interest and involvement during online classes (Nambiar, 2020: 789).

The elevenlfth difficulty is having less interaction with lecturers. Informant (I-8) faced this difficulty in online learning vocabulary during covid-19 pandemic. This difficulty means when the students learning

vocabulary, they difficulty interaction with lecturers because they are afraid of being wrong. In line with the results of the research, expert classifies the kinds of difficulties faced by students in vocabulary learning were various. The students' difficulties included the following; the first is difficult to keep classes for longer duration during online classes. Second is there is lack of teacher student interaction in online classes. Third is technical issues effect the flow and pace of online classes. The fourth is there is lack of work satisfaction while taking online classes. The fifth is students do not take online classes seriously. Last is students show lack of interest and involvement during online classes (Nambiar, 2020: 789).

The twelfth difficulty is having lack varied learning media. Informant (I-8) faced this difficulty in online learning vocabulary during covid-19 pandemic. This difficulty means when the students learning vocabulary, the media is too monotonous because of often use zoom.

The thirteenth difficulty is being difficulty in preposition word. Informant (I-8) faced this difficulty in online learning vocabulary during covid-19 pandemic. This difficulty means when the students learning vocabulary, they difficulty in preposition word. In line with the results of the research, expert classifies the kinds of difficulties faced by students in vocabulary learning were various. The students' difficulties included the following such as individual characteristics, technical challenges, knowledge challenges, and contextual challenges (Sadikin in huei et al, 2021).

The last difficulty is being difficulty in Idiomatic. Informant (I-8) faced this difficulty in online learning vocabulary during covid-19 pandemic. In line with the results of the research, expert classifies the Kinds of difficulties faced by students in vocabulary learning were various. The students' difficulties included the following, Almost all of the students struggle to pronounce the words, how to spell and write, One of the causes of students' difficulties in learning vocabulary is the difference in the grammatical form of a word known as inflection, The students

struggled with determining the correct meaning of the words and also still because of the context, it's difficult to use the word correctly, the last, when the students found words or expression This was idiomatic the students still confuse (Rohmatillah, 2014:69)

However, there are difficulties didn't faced by the students that mentioned by the expert. There were difficult to differentiate homonyms, having lack of resources in learning vocabulary because of signal failure, being difficulty in memorizing vocabulary, being difficult to differentiate part of speech, having additional cost to buy internet quota, difficult to pronunciation the word, being difficult using appropriate use, being difficulty concentrating for long time in online learning, having less interaction with lecturers, being difficulty in preposition word, being difficulty in Idiomatic

The researcher also found new difficulties. The difficulties are being difficult to search the learning sources independently, being difficult to do group discussion, having lack varied learning media**.**

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, it be shows that there are fifteen students' difficulties in online learning vocabulary during covid-19 pandemic. The difficulties were; 1) Being difficult to differentiate homonyms, 2) Having lack of resources in learning vocabulary because of signal failure, 3) Being difficult to search the learning sources independently, 4) Being difficult to do group discussion, 5) Being difficulty in memorizing vocabulary, 6) Being difficult to differentiate part of speech, 7) Having additional cost to buy internet quota, 8) Being difficult to pronunciation the word. 9) Being difficult using appropriate use, 10) Being Difficulty concentrating for long time in online learning, 11) Having less interaction with lecturers, 12) Having lack varied learning media, 13) Being difficulty in preposition word, 14) Being difficulty in Idiomatic.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion as follow:

1. English Students

This research is suggest to the English students department in IAIN Batusangkar, especially students who have been taken English vocabulary subject and also students who will take English vocabulary subject to reducing the difficulties that have been founded by the researcher. By knowing those difficulties, they may search several strategies to overcome their problem in vocabulary subject or to avoid some possible difficulties before they are going to take that course. Lastly, it helps students to minimize difficulties when they become vocabulary lecturer in the future.

2. Vocabulary Lecturer.

      This research is suggested to vocabulary lecturer of English Teaching Department in IAIN Batusangkar to teach more voacabularies to solve students'homonym problem in vocabulary class.

3. Other Researcher

      Based on the result of the research, the researcher hopes that this study can motivate the next researcher to continue the research about the effort in decreasing homonym problem in vocabulary class.

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List of Appendices

Appendix 1: Vocabulary Syllabus

	INSTITUT AGAMA ISLAM NEGERI BATUSANGKAR				
	FAKULTAS TARBIYAH DAN ILMU KEGURUAN				
	JURUSAN TADRIS BAHASA INGGRIS				
	RENCANA PEMBELAJARAN SEMESTER				
MATA KULIAH	**KODE**	**RUMPUN MK**	**BOBOT (SKS)**	**SEMESTER**	**REVISI KE/TANGGAL**
Vocabulary in Context			2	1	
OTORISASI	**DOSEN PENGEMBANG RPS**		**KOORDINATOR RMK**		**Ka. JURUSAN**
	Hendra Eka Putra, M.Pd		Dr. Suswati Hendriani, M.Pd., M.Pd		Nina Suzanne, M.Pd
Capaian Pembelajaran (CP)	**CPL - PRODI**				
	SU1	Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religious.			
	P9	Menguasai konsep, prinsip, dan keterampilan membaca dasar yang mendukung pembelajaran Bahasa Inggris di sekolah.			
	KU1	Mampu menerapkan pemikiran logis, kritis, sistematis dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya			
	KU2	Mampu menunjukkan kinerja mandiri, bermutu dan terukur			
	KU5	Mampu mengambil keputusan secara tepat dalam konteks penyelesaian masalah di bidang keahliannya berdasarkan hasil analisis informasi dan data			
	KK6	Mampu memahami berbagai bacaan berbahasa Inggris dengan menerapkan konsep keterampilan dasar membaca			
	CP-MK				
	M1	Mahasiswa mampu mengidentifikasi perbedaan *Noun, Verb, Adjective, Adverb, Conjunction, Preposition,* dan *Interjection.*			
	M2	Mahasiswa mampu mengidentifikasi dan mengembangkan kata dasar (*Root Word*), awalan dan akhiran (*Prefixes* dan *Suffixes*), Compound Words, Synonym, Antonym, Homonyms dan Polysemes, Acronyms dan Initialism, dan Borrowed Words.			
	M3	Mahasiswa mampu memahami dan menggunakan berbagai ungkapan (*Idiomatic Expression*).			

Deskripsi Singkat MK	Pada mata kuliah ini, mahasiswa memperoleh pengetahuan dasar tentang bagaimana pemerolehan kosakata berbahasa Inggris melalui latihan-latihan terstruktur dan sistematis. Oleh karenanya, melalui kegiatan tersebut mahasiswa diharapkan mampu mengembangkan penguasaan dasar leksikal Bahasa Inggris mereka sekaligus meningkatkan kosa kata melalui berbagai teknik pengembangan kosa kata.
Materi Pembelajaran/Pokok Bahasan	1. *Noun, Verb, Adjective, Adverb, Conjunction, Preposition*, dan *Interjection* 2. *Root Word* 3. *Prefixes* and *Suffixes* 4. *Compound Words* 5. *Synonym, Antonym* 6. *Homonyms* and *Polysemes* 7. *Acronyms* and *Initialism* 8. *Borrowed Words* 9. *Idiomatic Expression*
	Utama: 1. Holi, Deemer Rogerson, et all. 1995. *Words for Students of English (A Vocabulary Series for ESL)*. Pittsburgh: University of Pittsburgh Press. 2. Napa, A. Napa. 1991. *Vocabulary Development Skills*. Yogyakarta: Kanisius. 3. Other related sources Tambahan: Newspapers, magazines, internet articles, etc
Media Pembelajaran	LCD & Projector Texts
Team Teaching	-
Matakuliah Prasyarat	-

Pertemuan ke	Kemampuan Akhir yang Direncanakan	Indikator	Bahan Kajian	Metode Pembelajaran	Tugas Mahasiswa	Metode Penilaian	Bobot Penilaian
1 dan 2	Mahasiswa mampu membedakan kelompok kata dalam bahasa Inggris	Mahasiswa mampu: meng-identifikasi perbedaan *Noun, Verb, Adjective, Adverb, Conjunction, Preposition*, dan	*Part of Speech: Noun, Verb, Adjective, Adverb, Conjunction, Preposition,* dan *Interjection*	Menemukan Kelom-pok kata: Card sort	Individu	Penugasan	Dikondisikan

3 dan 4	Mahasiswa mampu meng-identifikasi kata dasar	Mahasiswa mampu meng-identifikasi dan mengembangkan kata dasar	*Root Word*	Melakukan peng-amatan berbagai bahan bacaan: *Root Search-ing*	Individu	Penugasan	Dikondisikan
5 dan 6	Mahasiswa mampu membeda-kan dan menggunakan *pre-fixes* dan *suffixes*	Mahasiswa mampu meng-identifikasi awalan dan akhiran	*Prefixes* dan *Suffixes*	Melakukan Peng-amatan berbagai bahan bacaan: *Crossword Puzzle*	Kelompok	Penugasan	Dikondisikan
7 dan 8	Mahasiswa mampu meng-gabungkan kata dasar untuk membentuk kata gabungan	Mahasiswa mampu: meng-identifikasi *Compound Words.*	*Compound Word*	Melakukan peng-amatan berbagai bahan bacaan: *Card Sort*	Individu	Penugasan	Dikondisikan
9 dan 10	Mahasiswa mampu meng-identifikasi *Synonym*	Mahasiswa mampu meng-identifikasi *Synonym*	*Synonym*	Melakukan peng-amatan berbagai bahan bacaan: *Word Game*	Individu	Penugasan	Dikondisikan
11 dan 12	Mahasiswa mampu meng-identifikasi *Antonym*	Mahasiswa mampu meng-identifikasi *Antonym*	*Antonym*	Melakukan peng-amatan berbagai bahan bacaan: *Everyone is a teacher here.*	Kelompok	Penugasan	Dikondisikan
13	Mahasiswa mampu meng-identifikasi *Homonyms* dan *Polysemes*	Mahasiswa mampu meng-identifikasi *Homonyms* dan *Polysemes*	*Homonyms* dan *Polysemes*	Melakukan peng-amatan berbagai buku: *Group to Group Exchange* dan Demon-strasi.	Kelompok	Penugasan	Dikondisikan
14	Mahasiswa mampu meng-identifikasi berbagai *Acronym* dan *Initialism*	Mahasiswa mampu meng-identifikasi berbagai *Acronym* dan *Initialism*	*Acronyms* dan *Initialism*	Melakukan peng-amatan berbagai buku: *Word Game*	Individu	Penugasan	Dikondisikan
15	Mahasiswa mampu meng-identifikasi kata-kata pinjam-an	Mahasiswa mampu meng-identifikasi kata-kata pinjam-an	*Borrowed Words*	Melakukan peng-amatan kata pinjaman yang terdapat dalam buku: *Searching a Word.*	Individu	Penugasan	Dikondisikan
16	Mahasiswa mampu me-mahami dan menggunakan berbagai ungkapan	Mahasiswa mampu me-mahami dan menggunakan berbagai ungkapan	*Idiomatic Expression*	Melakukan peng-amatan berbagai bahan bacaan: *Missing Letters.*	Individu	Penugasan	Dikondisikan

Appendix 2 : Interview Guide

PEDOMAN WAWANCARA

Dalam melakukan wawancara, peneliti akan menyampaikan beberapa pertanyaan untuk mendapatkan informasi tentang **"Students' Difficulties in Online Learning Vocabulary during Covid-19 Pandemics (A Study of the Second Semester Students of English Teaching Department at IAIN Batusangkar Registered in 2020/ 2021 Academic Year)".** Pedoman wawancara adalah sebagai berikut:

No	Cara	Topik	Pertanyaan
1	Warming -up	1. Salam 2. Memperkenalkan diri	1. Assalamualaikum wr.wb 2. Perkenalkan nama saya Melta Fitri, mahasiswi Tadris Bahasa Inggris IAIN Batusangkar semester 8.
		3. Menanyakan kesediaan informan untuk diwawancara dan direkam	3. Boleh saya minta waktunya sebentar untuk wawancara?
		4. Menyampaikan maksud dan tujuan wawancara	4. Saya ingin mewawacarai saudara/i untuk keperluan penelitian saya tentang" students' Difficulties In Online Learning Vocabulary During Covid-19 Pandemic (A Study of the Second Semester Students of English Teaching Department at IAIN Batusangkar Registered in 2020/ 2021 Academic Year)". baiklah sebelum wawancaranya di mulai silahkan sebutkan nama saudara.
2	*Level Check*	1. Memastikan bahwa informan cocok untuk diwawancara	1. Semester berapa saudara/i sekarang? 2. Apakah saudara/i telah

		2. Memastikan informan telah mengambil mata kuliah vocebulary	telah mengambil matakuliah *vocabulary*? - Kapan mata kuliah tersebut saudara/i ambil?
3	*Probing*	1. Menggali informasi dari informan tentang "students' difficulties in online learning vocabulary during Covid-19 Pandemic(A Study of the Second Semester Students of English Teaching Department at IAIN Batusangkar Registered in 2020/ 2021 Academic Year)"	1. Bisakah saudara/i menceritakan bagaimana akitivitas Belajar *vocabulary* Online Selama Pandemi Covid-19? - Apa media yang digunakan dosen selama Belajar *vocabulary* Online Selama Pandemi Covid-19? - Bagaimana cara dosen memberikan latihan atau tugas? - Bagaimana dengan materi dalam Belajar *vocebulary* Online Selama Pandemi Covid-19? - Kira-kira menurut saudara/i apa kesulitan dalam Belajar *vocebulary* Online Selama Pandemi Covid-19? - Menurut saudara apakah kesulitan tersebut di alami oleh beberapa mahasiswa/i di kelas tersebut?
4	*Wind-down*	1. Mengucapkan terimakasih kepada informant atas partisipasinya 2. Menanyakan kesediaan untuk di wawancarai kembali jika	1. Terimakasih atas waktu dan informasinya. 2. Jika seandainya di lain waktu saya masih membutuhkan informasi dari saudara/i terkait

		masih membutuhkan informasi	penelitian ini, apakah saudara masih berkenan untuk membantu saya?
		3. Salam	3. Assalamualaikum wr. wb.

Appendix 3: Reduction of the Data

Interview result:

Transcription of interview with informant 1 (I-1)

        The interview was done to informant 1 on Monday, July 19th 2021 at 07.20 AM by using phone call because the condition is not good to do the direct interview cause by Covid-19 (Corona Virus Disease). The informant also welcome to the researcher. The researcher recorded the conversation by using hand phone. The interview was successful because there were no challenges during interview. The transcript of interview is below:

Actor		Utterance	Name Of Difficulties
R	:	Assalamualikum Warohmatullohi Wabarokatuh	
I-1	:	Walaikumsalam Warohmatullohi wabarokatuh kak.	
R	:	Perkenalkan nama saya melta fitri, mahasiswa TBI IAIN Batusangkar semester delapan. Boleh akak minta waktunya sebentar untuk wawancara dik?	
I-1	:	Iya boleh kak	
R	:	Saya ingin mewawacarai I-1 untuk keperluan penelitian saya tentang" students' difficulties in online learning vocabulary during Covid-19 Pandemics(A Study of the Second Semester Students of English Teaching Department at IAIN Batusangkar egistered in 2020/ 2021 Academic	

		Year)". Baiklah sebelum wawancaranya di mulai silahkan sebutkan nama dik terlebih dahulu.
I-1	:	Nama saya I-1 kak dari tadris bahasa inggirs semester dua B.
R	:	Apakah dik telah telah mengambil matakuliah vocabulary?
I-1	:	Udah kak
R	:	Kapan mata kuliah tersebut I-1 ambil?
I-1	:	Pas semester 1 kak
R	:	Bisakah I-1 menceritakan bagaimana akitivitas belajar vocabulary online selama Pandemics Covid-19?
I-1	:	Pembelajaran vocabulary dulu itu seru kak cuman banyak kendalanya juga kak karna online jadi yang dipelajari dulu tu part of speech ,root word, synonym, antonym, acronym terus karna online sumber yang didapat cuma sedikit kak,jadi ngk tau itu bener apa ngk kak..
R	:	Apa media yang digunakan dosen selama belajar vocabulary online selama Pandemics Covid-19?
I-1	:	Pas itu google kak, jurnal – jurnal kak tapi lebih banyak ke google, zoom
R	:	Bagaimana cara dosen memberikan latihan atau tugas?
I-1	:	Biasanya kayak bentuk essay gitu kak nantik dikirim ke group, terus habis itu dikasih waktu seminngu kak untuk mencarinya
R	:	Bagaimana atau apa saja materi dalam belajar vocebulary online selama Pandemi Covid-19?
I-1	:	Materinya kak?

R	:	iyaa	
I-1	:	Materi yang dipelajari tentang part of speech, synonym, acronym, antonym, root word itu kak	
R	:	Kira-kira menurut I-1 apa kesulitan dalam belajar vocebulary online selama Pandemi Covid-19?	
I-1	:	Hmmmm, mungkin yang di vocabulary adanya **kata-kata yang hampir sama gitu pengucapannya kak, namun berbeda tulisan dan artinya kak kayak by (oleh) dengan bye(selamat tinngal)kan hampir sama tu kak jadinya susah kak** dan kekurangan sumber belajar juga kak jadi agak kesulitan jadinya kak	D.1 Being difficult to differentiate homonyms
R	:	Kalau kesulitan lainnya ada tidak?	
I-1	:	Kalau menurut saya sih kak kesulitannya itu kak **kekurangan sumber belajar kak**, **mungkin kalau offline kan bisa keperpustakan buat nyari buku gitu kak, pas online cuma kayak google, jurnal gitu kak.kayak keterbatasan sumber gitu kak ,kadang-kadang jaringan juga bermasalah kak sehinnga untuk mengakses sumber belajar itu jadi susah kak.**	D.2 Having lack of resources in learning vocabulary because of signal failure
R	:	Menurut I-1 apakah kesulitan tersebut di alami oleh beberapa mahasiswa/i di kelas tersebut?	
I-1	:	Iya kak	
R	:	Hmmm oke dik,mungkin hanya itu pertanyaan dari kakak,Jika seandainya di lain waktu kakak masih membutuhkan informasi dari I-1 terkait penelitian ini, apakah	

		I-1 masih berkenan untuk membantu kakak?	
I-1	:	Insyaallah kak,kalau bisa.	
R	:	Terimakasih atas waktu dan informasinya, Assalamualaikum wr. wb.	
I-1	:	Walaikumsalam	

From the transcription above, it can be seen that the informant (I.1) had face two difficulties in online learning vocabulary during covid-19 pandemic. Those difficulties were being difficult to differentiate homonyms, having lack of resources in learning vocabulary because of signal failure.

Transcription of interview with informant 2 (I-2)

The interview was done to informant 2 on Monday, July 19th 2021 at 07.27 PM by using phone call because the condition is not good to do the direct interview cause by Covid-19 (Corona Virus Disease). The informant also welcome to the researcher. The researcher recorded the conversation by using hand phone. The interview was successful because there were no challenges during interview. The transcript of interview is below:

Actor		Utterance	Name of Difficulties
R	:	Hallo, Assalamualikum Warohmatullohi Wabarokatuh	
I-2	:	Walaikumsalam Warohmatullohi wabarokatuh	
R	:	Perkenalkan nama saya melta fitri, mahasiswa TBI IAIN Batusangkar semester delapan. Boleh saya minta waktunya sebentar untuk wawancara ?	
I-2	:	boleh kak	
R	:	Akak ingin mewawacarai I-2 untuk keperluan penelitian saya tentang" students' difficulties in online learning vocabulary during Covid-19 Pandemic". Baiklah sebelum wawancaranya di mulai silahkan sebutkan nama I-2	

		terlebih dahulu.	
I-2	:	Assalamualikum Warohmatullohi Wabarokatuh, perkenalkan nama saya I-2 dari TBI semester dua IAIN Batusangkar	
R	:	Apakah I-2 telah telah mengambil matakuliah vocabulary?	
I-2	:	iya kak.	
R	:	Kapan mata kuliah tersebut I-2 ambil?	
I-2	:	Saat semester 1 kemaren kak	
R	:	Bisakah I-2 menceritakan bagaimana akitivitas Belajar vocabulary Online Selama Pandemics Covid-19?	
I-2	:	Kalau menurut I-2 belajar vocabulary saat online itu,terkadang mudah dipahami,kadang sulit juga dipelajari kak	
R	:	Bagaimana proses belajar vocabulary online selama Pandemi Covid-19 I-2?	
I-2	:	Kalau prosesnya lancar-lancar aja kak,baik juga,nyangkut ke I-2	
R	:	Apa media yang digunakan dosen selama belajar vocabulary online selama Pandemics Covid-19?	
I-2	:	Media yang digunakan itu,terkadang pakai media leptop,wa,zoom terus itu aja kak kalau ngk salah	
R	:	Bagaimana cara dosen memberikan latihan atau tugas?	
I-2	:	Dosen memberikan latihan waktu itu, lewat wa kak,dengan file dokumen.	
R	:	Bagaimana atau apa saja materi dalam belajar vocebulary online selama Pandemics Covid-19?	
I-2	:	Bagaimana kak?bisa diulang kak	
R	:	Bagaimana atau apa saja materi dalam belajar vocebulary online selama Pandemics Covid-19?	
I-2	:	Materinya menurut I-2 bisa	

		dipahami lah kak,dari dosen tu,ya kek gitu lah kak.	
R	:	Biasanya materi vocabulary ini tentang apa aja I-2?	
I-2	:	Vocabulary tu tentang noun, verb ,part of speech itu aja yang I-2 ingat kak	
R	:	Kira-kira menurut I.2 apa kesulitan dalam belajar vocebulary online selama Pandemics Covid-19?	
I-2	:	Itu kak yang apa namanya yang waktu ada pelajaran sama bapak tu **kata-kata yang pengucapannya sama tapi arti dan tulisannya beda gitu kak itu yang buat I-2 kadang susah untuk mempelajari atau mengerti vocab kak**	D.1 Being difficult to differentiate homonyms
R	:	Kira – kira ada tidak kesulitan lain?	
I-2	:	Itu aja yang I-2 rasakan kak,kalau yang lain alhamdulilah ngk kak	
R	:	Menurut I-2 apakah kesulitan tersebut di alami oleh beberapa mahasiswa/i di kelas tersebut?	
I-2	:	Menurut I-2 ada kak selain I-2, teman-teman I-2 yang tidak mengerti itu	
R	:	Hmmm I-2 mungkin itu dulu yang bisa kakak tanyaannya Jika seandainya di lain waktu kakak masih membutuhkan informasi dari I-2 terkait penelitian ini, apakah I-2 masih berkenan untuk membantu kakak?	
I-2	:	Insyaallah,bisa kak .	
R	:	Baik lah I-2 Terimakasih atas waktu dan informasinya, Assalamualaikum wr. wb.	
I-2	:	Walaikumsalam	

From the transcription above, it can be seen that the informant (I.2) had face one difficulties in online learning vocabulary during covid-19

pandemic. Those difficulties were being difficult to differentiate homonyms

Transcription of interview with informant 3 (I-3)

The interview was done to informant 3 on Monday, July 19th 2021 at 20.33 PM by using phone call because the condition is not good to do the direct interview cause by Covid-19 (Corona Virus Disease). The informant also welcome to the researcher. The researcher recorded the conversation by using hand phone. The interview was successful because there were no challenges during interview. The transcript of interview is below:

Actor		Utterance	Name of Difficulties
R	:	Hallo, Assalamualikum Warohmatullohi Wabarokatuh	
I-3	:	Walaikumsalam Warohmatullohi wabarokatuh	
R	:	Perkenalkan nama saya melta fitri, mahasiswa TBI IAIN Batusangkar semester delapan. Boleh saya minta waktunya sebentar untuk wawancara ?	
I-3	:	Insyaallah boleh kak	
R	:	Disini kakak ingin mewawacarai I-3 untuk keperluan penelitian saya tentang" students' difficulties in online learning vocabulary during Covid-19 Pandemic (A Study of the Second Semester Students of English Teaching Department at IAIN Batusangkar Registered in 2020/ 2021 Academic Year)". Baiklah sebelum wawancaranya di mulai silahkan sebutkan nama I-3te rlebih dahulu.	
I-3	:	Baik perkenalkan nama saya I-3 mahasiswa semester dua tadris bahasa inggris IAIN Batusangkar	
R	:	Apakah I-3 telah telah mengambil matakuliah vocabulary?	
I-3	:	Alhamdullilah kak sudah disemester 1 yang lalu kak.	

R	:	Bisakah I-3 menceritakan bagaimana akitivitas belajar vocabulary online selama Pandemics Covid-19?	
I-3	:	Baik lah kak untuk mata kuliah vocabulary pada semester 1 yang lalu kami belajarnya full menggunakan zoom meeting dimana bapaknya menjelaskan tentang materi lalu diakhiiri dengan sesi Tanya jawab,biasanya seperti itu kak.	
R	:	Apa media yang digunakan dosen selama belajar vocabulary online selama Pandemics Covid-19?	
I-3	:	Biasanya yang pertama yaitu e-campus untuk absensi, zoom meeting untuk perkuliahannya lalu wa group untuk link zoom dan tugas-tugas	
R	:	Bagaimana cara dosen memberikan latihan atau tugas?	
I-3	:	Sebelumnya dijelaskan materi terlebih dahulu lalu bapaknya memberikan tugas, nta itu dari bahan ajarnya nta itu dia buat sendiri lalu di kirim ke whatapp group	
R	:	Bagaimana atau apa saja materi dalam belajar vocebulary online selama Pandemics Covid-19?	
I-3	:	Secara materi yang dijabarkan bapak cukup sesuai dengan yang kita butuin ya kak kayak part of speech, noun,abjectif, pernoun,adverb yang kek gitu kek gitu kak	
R	:	Kira-kira menurut I.3 apa kesulitan dalam belajar vocebulary online selama Pandemics Covid-19?	
I.3	:	**Kesulitan yang paling berasa sih kekurangan bahan ajar ya kak, karna pelajaran kita dapatkan cuma dari dosen itu aja sih kak,dan kita tidak bisa**	D.3 Being difficult to search the learning sources independently

		mencari sumber referensi lain dikarnakan yang pertama untuk hidup sendiri biasanya untuk mencari e-book yang bermuatan bagus dan gratis itu susah dan juga kemaren itu dari kita masih bermasalah ya kak,terus juga dirumah aja jadi susah untuk mencari referensi tambahan itu sih kak	
R	:	Kira – kira ada lagi ngk kesulitan I-3 rasakan?	
I-3	:	Kalau dalam belajarnya bagi I-3 ngk ada ya kak tapi kesulitan yang I-3 dapetin mungkin karna belajarnya secara daring ya kak via zoom**, jadi tidak bisa melaksanakan seperti diskusi kelompok gitu kak,padahalnya tu kalau untuk pelajaran vocabulary menurut I-3lebih enak dibuat pakai kelompok-kelompok gitu kak**, jadi kek brainstorming gitu kak	D.4 Being difficult to do group discussion
R	:	Menurut I-3 apakah kesulitan tersebut di alami oleh beberapa mahasiswa/i di kelas tersebut?	
I-3	:	Tentu aja kak, kalau masalah yang seperti I-3 bilang tadi pasti dialami seluruh mahasiswa TBI diangkatan I-3	
R	:	Hmmm mungkin itu dulu yang bisa kakak tanyaannya akak rasa cukup sampai disini dulu,Jika seandainya di lain waktu kakak masih membutuhkan informasi dari I-3 terkait penelitian ini, apakah I-3 masih berkenan untuk membantu kakak?	
I-3	:	Insyaallah,bisa kak .	
R	:	Baik lah I-3 Terimakasih atas waktu dan informasinya, Assalamualaikum wr. wb.	
I.3	:	Walaikumsalam	

From the transcription above, it can be seen that the informant (I.3) had face two difficulties in online learning vocabulary during covid-19 pandemic. Those difficulties were being difficult to search the learning sources independently, being difficult to do group discussion.

Transcription of interview with informant 4(I-4)

The interview was done to informant 4 on Monday, July 19th 2021 at 21.08 PM by using phone call because the condition is not good to do the direct interview cause by Covid-19 (Corona Virus Disease). The informant also welcome to the researcher. The researcher recorded the conversation by using hand phone. The interview was successful because there were no challenges during interview. The transcript of interview is below:

Actor		Utterance	Name of Difficulties
R	:	Assalamualikum Warohmatullohi Wabarokatuh	
I-4	:	Walaikumsalam Warohmatullohi wabarokatuh kak.	
R	:	Perkenalkan nama akak melta fitri, mahasiswa TBI IAIN Batusangkar semester delapan. Boleh akak minta waktunya sebentar untuk wawancara ?	
I-4	:	Insyaallah bisa kak	
R	:	Saya ingin mewawacarai saudara/i untuk keperluan penelitian saya tentang" students' difficulties in online learning vocabulary during Covid-19 Pandemics (A Study of the Second Semester Students of English Teaching Department at IAIN Batusangkar Registered in 2020/ 2021 Academic Year)". baiklah sebelum wawancaranya di mulai silahkan sebutkan nama dik terlebih dahulu.	
I-4	:	Perkenalkan nama I-4 dari jurusan tadris bahasa inggirs semester dua IAIN Batusangkar.	
R	:	Apakah dik telah telah	

		mengambil matakuliah vocabulary?	
I-4	:	Di semester 1 kemaren kak,kalau disemester 2 ngk ada vocabulary kak,	
R	:	Bisakah I-4 menceritakan bagaimana akitivitas belajar vocabulary online selama Pandemics Covid-19?	
I-4	:	Pada saat online tu kami terkadang melakukan perkuliahannya tu lewat wa, terkadang lewat via zoom.	
R	:	Bagaimana sih aktifitas pembelajarannya I-4?	
I-4	:	Proses pembelajarannya bagus, yang diajarkan dosen tu sesuai kemampuan mahasiswanya	
R	:	Apa media yang digunakan dosen selama belajar vocabulary online selama Pandemics Covid-19?	
I-4	:	Media yang kami digunakan yaitu lewat WA, terus kalau seandainya ada materi yang harus disampaikan, kami terkadang juga melalkukan lewat via zoom	
R	:	Bagaimana cara dosen memberikan latihan atau tugas?	
I-4	:	Biasanya dosen memberikan tugas lewat google classroom, lewat wa, terus kami diberi waktu untuk menyelesaikan tugas tu kak.	
R	:	Bagaimana atau apa saja dengan materi dalam belajar vocebulary online selama Pandemics Covid-19?	
I-4	:	Kalau ngk salah tu tentang part of speech	
R	:	Kira-kira menurut I-4 apa kesulitan dalam belajar vocebulary online selama Pandemics Covid-19?	
I-4	:	Oooo didalam belajar	D.5 Being difficulty in

		vocabulary tu terkadang kekurangannya itu**, saya terkadang mengalami kesulitan dalam penghafalan vocabulary, terus dan terkadang kata yang di vocabulary memiliki meaning lebih dari satu dan sulit untuk saya membedakannya. Dia tu kan ada kayak verb 1, verb 2 jadi itu juga sulit kak, jadi itu kesulitanya dalam Pembelajarannya kak**.	memorizing vocabulary D.1 Being difficult to differentiate homonyms D.6 Being difficult to differentiate part of speech
R	:	Menurut saudara apakah kesulitan tersebut di alami oleh beberapa mahasiswa/i di kelas tersebut?	
I-4	:	Hmm, saya rasa mungkin juga ada dari mahasiswa lain kak	
R	:	Hmmm oke dik,mungkin hanya itu pertanyaan dari kakak,Jika seandainya di lain waktu kakak masih membutuhkan informasi dari I-4 terkait penelitian ini, apakah I-4 masih berkenan untuk membantu kakak?	
I-4	:	Insyaallah kak, kalau bisa.	
R	:	Terimakasih atas waktu dan informasinya, Assalamualaikum wr. wb.	
I-4	:	Walaikumsalam	

From the transcription above, it can be seen that the informant (I.4) had face three difficulties in online learning vocabulary during covid-19 pandemic. Those difficulties were being difficulty in memorizing vocabulary, being difficult to differentiate homonyms, being difficult to differentiate Verb in English.

Transcription of interview with informant 5(I-5)

The interview was done to informant 5 on Thursday, July 20th 2021 at 08.29 AM by using phone call because the condition is not good to do the direct interview cause by Covid-19 (Corona Virus Disease). The informant also welcome to the researcher. The researcher recorded the conversation by using hand phone. The interview was successful because there were no challenges during interview. The transcript of interview is below:

Actor		Utterance	Name of Difficulties
R	:	Hallo, Assalamualikum Warohmatullohi Wabarokatuh	
I-5	:	Walaikumsalam Warohmatullohi wabarokatuh	
R	:	Perkenalkan nama saya melta fitri, mahasiswa TBI IAIN Batusangkar semester delapan. Boleh saya minta waktunya sebentar untuk wawancara ?	
I-5	:	Sebelumnya wawancara untuk apa ya kak?	
R	:	Saya ingin mewawacarai I-5 untuk keperluan penelitian saya tentang" students' difficulties in online learning vocabulary during Covid-19 Pandemic (A Study of the Second Semester Students of English Teaching Department at IAIN Batusangkar Registered in 2020/ 2021 Academic Year)". baiklah sebelum wawancaranya di mulai silahkan sebutkan nama I-5 terlebih dahulu.	
I-5	:	Baik perkenalkan nama saya I-5 dari kelas tadris bahasa inggirs dua B.	
R	:	Semester berapa I-5 sekarang ?	
I-5	:	Mau 3 kak	
R	:	Apakah I.5 telah telah mengambil matakuliah vocabulary?	
I-5	:	Udah kak.	

R	:	Kapan mata kuliah tersebut I-5 ambil?	
I-5	:	disemester 1	
R	:	Bisakah I-5 menceritakan bagaimana akitivitas belajar vocabulary online selama Pandemics Covid-19?	
I-5	:	Kalau buat aktivitas pembelajarannya itu yang pertama dosennya itu memberikan semacam silabus dulu, terus dipertemuan itu dosen menggunakan zoom. jadi bapak dosennya itu kebetulan pak hendra,bapak itu memberikan penjelasan materi vocabulary itu lewat zoom kak.nantik silabus yang udah dibagikan.tapi biasanya bapaknya ngasih tugas mandiri kak, misalnya buat materi selanjutnya tu, kita disuruh mencari materi terlebih dahulu semacam membuat resume gitu kak.	
R	:	Apa media yang digunakan dosen selama belajar vocabulary online selama Pandemics Covid-19?	
I-5	:	Kalau medianya divocabulary ini Zoom sama wa group kak	
R	:	Bagaimana cara dosen memberikan latihan atau tugas?	
I-5	:	Kalau untuk tugasnya seperti yang di bilang tadi disuruh mencari materi dari berbagai referensi. Kek bikin resume gitu kak	
R	:	Bagaimana atau apa saja materi dalam belajar vocebulary online selama pandemics Covid-19?	
I-5	:	Kalau buat materi vocabulary tu kek semacam pengenalan tentang noun, verb atau apa kemaren tu belajar tentang context clues juga.	

R	:	Kira-kira menurut I-5 apa kesulitan dalam Belajar vocebulary Online Selama Pandemi Covid-19?	
I-5	:	**Kesulitan belajar vocabulary online kadang jaringannnya susah atau jelek gitu kak yang bikin ngak focus sehingga kalau yang disampaikan bapak itu jadi ngk jelas ya saya jadinya ngk focus kak dan main-main kak**	D.2 Being difficult to focus because of signal failure
R	:	kira-kira ada ngk kesulitan yang lain?	
I-5	:	**Kalau materi, kesulitannya tu terkadang ya misalnya sering kesulitan membedakan kayak, kata ini bagian yang mana,ini bagian yang mana, kayak verb, adverb, pronoun kayak pengklasifikasian materi nya itu masuk kemana susah kadang kak.**	D.6 Being difficult to differentiate part of speech.
R	:	Menurut I-5 apakah kesulitan tersebut di alami oleh beberapa mahasiswa/i di kelas tersebut?	
I-5	:	Kalau kesulitan itu pada umumnya diaalami oleh mahasiswa kak	
R	:	Hmmm oke I-5 ,mungkin untuk pertanyaannya akak rasa cukup sampai disini dulu,Jika seandainya di lain waktu kakak masih membutuhkan informasi dari I-5 terkait penelitian ini, apakah I-5 masih berkenan untuk membantu kakak?	
I-5	:	Insyaallah,bisa kak .	
R	:	Terimakasih atas waktu dan informasinya, Assalamualaikum wr. wb.	
I-5	:	Walaikumsalam	

From the transcription above, it can be seen that the informant (I.5) had face three difficulties in online learning vocabulary during covid-19

pandemic. Those difficulties were limited time, connection problem, difficulty in wording(part of speech).

Transcription of interview with informant 6(I-6)

The interview was done to informant 6 on Thursday, July 21th 2021 at 08.24 AM by using phone call because the condition is not good to do the direct interview cause by Covid-19 (Corona Virus Disease). The informant also welcome to the researcher. The researcher recorded the conversation by using hand phone. The interview was successful because there were no challenges during interview. The transcript of interview is below:

Actor		Utterance	Name of Difficulties
R	:	Assalamualikum Warohmatullohi Wabarokatuh	
I-6	:	Walaikumsalam Warohmatullohi wabarokatuh	
R	:	Perkenalkan nama saya melta fitri, mahasiswa TBI IAIN Batusangkar semester delapan. Boleh akak minta waktunya sebentar untuk wawancara ?	
I-6	:	Iya boleh kak	
R	:	Saya ingin mewawacarai I-6 untuk keperluan penelitian saya tentang" students' difficulties in online learning vocabulary during Covid-19 Pandemic (A Study of the Second Semester Students of English Teaching Department at IAIN Batusangkar Registered in 2020/ 2021 Academic Year)". baiklah sebelum wawancaranya di mulai silahkan sebutkan nama I-6 terlebih dahulu.	
I-6	:	Nama saya I-6 semester dua dari tadris bahasa inggirs B.	
R	:	Apakah I-6 telah telah mengambil matakuliah vocabulary?	
I-6	:	Udah kak.disemester 1	
R	:	Bisakah I-6 menceritakan	

		bagaimana akitivitas belajar vocabulary online selama Pandemics Covid-19?	
I-6	:	Eeee menjalani belajar online menggunakan media zoom, wa group dan google classroom.	
R	:	Bagaimana proses pembelajarannya mulai dari awal hingga akhir pembelajaran?	
I-6	:	Biasanya vocabulary menggunakan zoom dengan bapak setelah masuk bapak memasukan materi kedalam zoom dan menjelaskan satu persatu setelah itu bapak menanyakan adakah yang kurang paham atau ada yang ingin bertanya. Setelah proses Tanya jawab masuk ke part selanjutnya.	
R	:	Apa media yang digunakan dosen selama Belajar vocabulary Online Selama Pandemi Covid-19?	
I-6	:	Dikarnakan online media yang digunakan juga online contohnya media yang digunakan zoom, whatapp group, dan google classroom. Tapi khusus vocabulary sering menggunakan zoom.	
R	:	Bagaimana cara dosen memberikan latihan atau tugas?	
I-6	:	Dosen menggirim latihan biasanya di google classroom menggunakan word atau soal-soal yang sudah disediakan kemudian kami menjawab dan di kirim lagi ke google classroom.	
R	:	Bagaimana atau apa saja materi dalam belajar vocebulary online selama Pandemics Covid-19?	
I-6	:	Dalam vocabulary Seperti noun, plural, accountable, un accountable, synonym, antonym, part of speech, seperti itu kak.	

R	:	Kira-kira menurut I-6 apa kesulitan dalam belajar vocebulary online selama Pandemics Covid-19?	
I-6	:	hmmm yang pasti belajar vocab seringnya menggunakan zoom **kendala yang paling besar adalah kendala jaringan dan eeeeee tidak sikronnya kadang bapak lagi menanyakan namun tidak terdengar dan membutuhkan waktu agar informasi itu sampai jadi kendala yang paling besar melewati masa pandemic adalah jaringan**.	D.2 Being difficult to get information because of signal failure
R	:	Selain jaringan apakah masih ada lagi kendala atau kesulitan lainnya?	
I-6	:	**Selain jaringan tentu eee biaya yang bertambah untuk membeli paket data seperti itu kak, selain itu waktu yang tidak cukup untuk belajar kak**	D.7 Having additional cost to buy internet quota
R	:	kira-kira kesulitan yang lain ada ngk yang dirasakan?	
I-6	:	**Yang paling sulit dalam vocab adalah ketika kata tu pembacaannya sama kak tapi artinya tu berbeda kak. Ada juga di vocab tu terdapat kata-kata yang sulit pembacaannya kak, kayak entrepreneur atau pengusaha kak**	D.1 Being difficult to differentiate homonyms D.8 Being difficult to pronountiation the word
R	:	Menurut I-6 apakah kesulitan tersebut di alami oleh beberapa mahasiswa/i di kelas tersebut?	
I-6	:	Iya kak	
R	:	Hmmm oke dik,mungkin hanya itu pertanyaan dari kakak,Jika seandainya di lain waktu kakak masih membutuhkan informasi dari I-6 terkait penelitian ini, apakah I-6 masih berkenan untuk membantu kakak?	

I-6	:	Iya,masih kak .	
R	:	Terimakasih atas waktu dan informasinya, Assalamualaikum wr. wb.	
I-6	:	Walaikumsalam	

From the transcription above, it can be seen that the informant (I.6) had face four difficulties in online learning vocabulary during covid-19 pandemic. Those difficulties were being difficult to get information because of signal failure, having additional cost to buy internet quota, being difficult to differentiate homonyms, being difficult to pronountiation.

Transcription of interview with informant 7(I-7)

The interview was done to informant 7 on Thursday, July 21th 2021 at 05.27 PM by using phone call because the condition is not good to do the direct interview cause by Covid-19 (Corona Virus Disease). The informant also welcome to the researcher. The researcher recorded the conversation by using hand phone. The interview was successful because there were no challenges during interview. The transcript of interview is below:

Actor		Utterance	Name of Difficulties
R	:	Assalamualikum Warohmatullohi Wabarokatuh	
I-7	:	Walaikumsalam Warohmatullohi wabarokatuh	
R	:	Perkenalkan nama saya melta fitri, mahasiswa TBI IAIN Batusangkar semester delapan. Boleh saya minta waktunya sebentar untuk wawancara ?	
I-7	:	Iya boleh kak	
R	:	Saya ingin mewawacarai I-7 untuk keperluan penelitian saya tentang" students' difficulties in online learning vocabulary during Covid-19 Pandemic(A Study of the Second Semester Students of English Teaching Department at IAIN Batusangkar Registered in 2020/ 2021 Academic Year)". baiklah sebelum wawancaranya di mulai silahkan sebutkan nama I-7 terlebih dahulu.	
I-7	:	Nama saya I-7 semester dua B, dari tadris bahasa inggirs	
R	:	Semester berapa I-7 sekarang ?	
I-7	:	2 kak	
R	:	Apakah I-7 telah telah mengambil matakuliah vocabulary?	
I-7	:	Udah kak.disemester 1	
R	:	Bisakah I-7 menceritakan bagaimana akitivitas Belajar	

		vocabulary Online Selama Pandemi Covid-19?	
I-7	:	pertama dengan menggunakan zoom dan dosen menjelaskan materinya dan memberikan beberapa contoh kemudian memberikan latihan	
R	:	Apa media yang digunakan dosen selama belajar vocabulary online selama Pandemics Covid-19?	
I-7	:	Aplikasi zoom dan wa	
R	:	Bagaimana cara dosen memberikan latihan atau tugas?	
I-7	:	Dengan cara yang pertama itu menjelaskan materi kemudian memberikan beberapa contoh dan memberikan latihan.	
R	:	Bagaimana atau apa saja materi dalam belajar vocebulary online selama Pandemics Covid-19?	
I-7	:	Ada materi prefix and suffix, antonym,dan seperti past tense Simple pasten seperti itu	
R	:	Kira-kira menurut I-7 apa kesulitan dalam belajar vocebulary online selama Pandemics Covid-19?	
I-7	:	Menurut saya yaitu **sulit menghafal vocabulary kemudian suka bingung dalam pemakaian kosakata yang benar dalam percakapan kak.dan juga dalam belajar kosakata tu dalam 1 kosakata tuh ada yang memiliki makna dan memiliki arti yang berbeda tapi pengucapannya sama kak,itu membuat saya sulit kak dan binggung kak.**	D.5 being difficulty in memorizing vocabulary D.1 Being difficult to differentiate homonyms
R	:	Yang pertama tadi kan itu kesulitan untuk menghafal vocabulary, kenapa sulit untuk menghafal vocabulary?	
I-7	:	Karma kurang belajar dan malas menghafal kak	

R	:	kira-kira apalagi kesulitan yang I.7 rasakan selama pandemics covid -19?	
I-7	:	kan banyak mempelajari kosakata tu kak, tapi nggak tahu cara menggunakannya kata-kata yang benar dalam percakapan gitu kak,kadang tu suka binggung, ini cocoknya yang mana, yang cocoknya buat yang mana kek gitu kak.	D.9 Being difficult using appropriate use
R	:	Menurut I-7 apakah kesulitan tersebut di alami oleh beberapa mahasiswa/i di kelas tersebut?	
I-7	:	Pasti semuanya mengalami itu kak	
R	:	Hmmm oke I-7 mungkin untuk pertanyaannya akak rasa cukup sampai disini dulu,Jika seandainya di lain waktu kakak masih membutuhkan informasi dari I-7 terkait penelitian ini, apakah I-7 masih berkenan untuk membantu kakak?	
I-7	:	Insyaallah,masih kak .	
R	:	Terimakasih atas waktu dan informasinya, Assalamualaikum wr. wb.	
I-7	:	Walaikumsalam	

From the transcription above, it can be seen that the informant (I.7) had face three difficulties in online learning vocabulary during covid-19 pandemic. Those difficulties were being difficulty in memorizing vocabulary, being difficult to differentiate homonyms, being difficult using appropriate use

Transcription of interview with informant 8(I-8)

The interview was done to informant 8 on Thursday, July 22th 2021 at 15.51 PM by using phone call because the condition is not good to do the direct interview cause by Covid-19 (Corona Virus Disease). The informant also welcome to the researcher. The researcher recorded the conversation by using hand phone. The interview was successful because there were no challenges during interview. The transcript of interview is below:

Actor		Utterance	Name Of Difficulties
R	:	Hallo, Assalamualikum Warohmatullohi Wabarokatuh	
I-8	:	Walaikumsalam Warohmatullohi wabarokatuh	
R	:	Perkenalkan nama saya melta fitri, mahasiswa TBI IAIN Batusangkar semester delapan. Boleh saya minta waktunya sebentar untuk wawancara ?	
I-8	:	boleh kak	
R	:	saya ingin mewawacarai I-8 untuk keperluan penelitian saya tentang" students' difficulties in online learning vocabulary during Covid-19 Pandemics". baiklah sebelum wawancaranya di mulai silahkan sebutkan nama I-8 terlebih dahulu.	
I-8	:	perkenalkan nama saya I-8 dari TBI semester dua IAIN Batusangkar	
R	:	Semester berapa dik sekarang ?	
I-8	:	Semester 2 kak	
R	:	Apakah I-8 telah telah mengambil matakuliah vocabulary?	
I-8	:	sudah kak.disemester 1 kemaren	
R	:	Bisakah I-8 menceritakan bagaimana akitivitas belajar vocabulary online selama Pandemics Covid-19?	
I-8	:	awalnya bapak tu ngirim materi di wa kak,di sharenya materi	

		terus nantik bapak tu memberi waktu membacanya sebentar terus nantik masuk ke zoom terus bapak tu menjelaskan apa itu yang dishare bapak tu terus setelah dikasih sesi Tanya jawab ada yang ngk ngerti gitu kan kak lalu terakhir tu bapak ngasih tugas	
R	:	Apa media yang digunakan dosen selama belajar vocabulary online Selama Pandemics Covid-19?	
I-8	:	Wa group untuk ngirim materi tugas biasanya kami ngambil absen di e-campus kak	
R	:	Bagaimana cara dosen memberikan latihan atau tugas?	
I-8	:	I-8 mengalami banyak kesulitan kak karna daring ni.	
R	:	Bagaimana atau apa saja materi dalam belajar vocebulary online selama Pandemics Covid-19?	
I-8	:	Eeee seingat I-8 materi yang dipelajari tu part of speech,terus root word,prefix dan suffix,eeeee borrow word	
R	:	Kira-kira menurut I-8 apa kesulitan dalam belajar vocebulary online selama Pandemics Covid-19?	
I-8	:	**Eeee kesulitannya yang paling banyak dialami kami mahasiswa adalah masalah jaringan kak,kan daring terus masalah lainnya,itu hmmm juga kekurangan sumber-sumber belajar kak,kayak masalah sumber belajarnya tu kayak kurang ngerti gitu kak, kurang jelas gitu kak teruss hmmm I-8 tu susah untuk berkonsentrasi belajar daring ni kak,untuk waktu yang lama tu susah kak,terus I-8 tu kurang berinteraksi dengan**	D.2 Being difficult to online learning because of signal D.10 Being Difficulty concentrating for long time in online learning D.11 Having less interaction with lecturers

		bapak	
R	:	Kenapa kurang menarik I-8 ?	
I-8	:	**Karna medianya tu kayak zoom kak terlalu monoton kak, kek masuk lalu baca kadang ee kalau ngk mood malas bacanya tu,nantik kalau dijelasin terlalu membosankan**	D.12 having lack learning media is too monotonous
R	:	Kira-kira ada lagi ngk kesulitan lainnya?	
I-8	:	**Eeeee ada yang I-8 kurang paham terkadang dalam menempatkan at, in, on kadang I-8 ragu kak gitu kak,ada yang lain artinya tu beda kayak yang kita pikirkan atau yang kita cari kak gitu kak, kayak contohnya eeeea a peach of cake biasanya itu kan artinya kalau kita cari di google sepotong roti gitu kan kak,ternyata artinya tu ini muda gitu kak, itu I-8 kurang ngerti lo kak,bingung jadinya.eeeeeeee kayaknya itu aja deh kak**	D.13 Being difficulty in preposition word D.14 Being difficulty in Idiomatic
R	:	Menurut I-8 apakah kesulitan tersebut di alami oleh beberapa mahasiswa/i di kelas tersebut?	
I-8	:	Menurut I-8 ada kak selain I-8 teman-teman I-8 yang tidak mengerti itu	
R	:	Hmmm I-8 mungkin itu dulu yang bisa kakak tanyaankan Jika seandainya di lain waktu kakak masih membutuhkan informasi dari I-8 terkait penelitian ini, apakah I-8 masih berkenan untuk membantu kakak?	
I-8	:	Insyaallah,bisa kak .	
R	:	Baik lah I-8 Terimakasih atas waktu dan informasinya, Assalamualaikum wr. wb.	
I-8	:	Walaikumsalam	

From the transcription above, it can be seen that the informant (I.8) had face seven difficulties in online learning vocabulary during covid-19 pandemic. Those difficulties were being difficult to online learning because of signal failure, having lack of resources in learning vocabulary, being Difficulty concentrating for long time in online learning**,** having less interaction with lecturers**,** having lack varied learning media, being difficulty in preposition word, being difficulty in Idiomatic.

Transcription of interview with informant 9(I-9)

The interview was done to informant 9 on Sunday, July 25th 2021 at 22.09 PM by using phone call because the condition is not good to do the direct interview cause by Covid-19 (Corona Virus Disease). The informant also welcome to the researcher. The researcher recorded the conversation by using hand phone. The interview was successful because there were no challenges during interview. The transcript of interview is below:

Actor		Utterance	Name of Difficulties
R	:	Hallo, Assalamualikum Warohmatullohi Wabarokatuh	
I-9	:	Walaikumsalam Warohmatullohi wabarokatuh	
R	:	Perkenalkan nama saya melta fitri, mahasiswi TBI IAIN Batusangkar semester delapan. Boleh saya minta waktunya sebentar untuk wawancara ?	
I-9	:	boleh kak	
R	:	saya ingin mewawacarai I-9 untuk keperluan penelitian saya tentang" students' difficulties in online learning vocabulary during Covid-19 Pandemic". baiklah sebelum wawancaranya di mulai silahkan sebutkan nama I-9	
I-9	:	nama saya I-9 dari TBI 2A	
R	:	Apakah I-9 telah telah mengambil matakuliah vocabulary?	
I-9	:	sudah	
R	:	Kapan mata kuliah vocabulary I-9 ambil?	
I-9	:	Semester 1 kemaren	
R	:	Bisakah I-9 menceritakan bagaimana akitivitas belajar vocabulary online selama Pandemics Covid-19?	
I-9	:	Eeeee pertama pelajaran vocabulary dari dosen itu kan melalui zoom ,wa group,terus mencari sumber-sumber yang	

		lain yang disuruh dosen,gitu kak	
R	:	Apa media yang digunakan dosen selama belajar vocabulary online selama Pandemics Covid-19?	
I-9	:	Media yang dimaksut ini media pembelajarannya kak?	
R	:	Iya	
I-9	:	Eeeee media pembelajarannya eeeeeee google ,eeeee kamus, itu aja	
R	:	Kalau media untuk memberikan tugas atau materi itu apa sih jenis media yang digunakan?	
I-9	:	Eee itu google classroom,e campus itu media yang digunakan dosen	
R	:	Bagaimana cara dosen memberikan latihan atau tugas?	
I-9	:	Dosen memberikan latihan atau tugas itu eee dengan eee menyuruh kami mencari sebanyak-banyak vocab dari sumber-sumber yang berbeda	
R	:	Kira-kira menurut I-9 apa kesulitan dalam Belajar vocebulary Online Selama Pandemi Covid-19?	
I-9	:	**Eeeeeee,menurut I-9 kurang efektif kak dikarnakan eee sulitnya ee banyaknya ee kekurangan sumber belajar ,terusss dalam pengucapan eee vocabularynya tu kadang saya kesulitan kak dalam pengucapan kata kak, terus ketika belajar vocab tu saya menemukan kata yang pengucapannya tu persis kak, tapi maknanya tidak sama dalam satu vocabulary itu kak susah**	D.2 Having lack of resources in learning vocabulary D.8 Being difficult to pronountiation the word D.1 Being difficult to differentiate homonyms
R	:	Menurut I-9 apakah kesulitan tersebut di alami oleh beberapa mahasiswa/i di kelas tersebut?	
I-9	:	Sepertinya iya kak, soalnya kami	

		sering diskusi masalah tersebut	
R	:	Hmmm oke I-9 mungkin untuk pertanyaan kakak Jika seandainya di lain waktu kakak masih membutuhkan informasi dari I-9 terkait penelitian ini, apakah I-9 masih berkenan untuk membantu kakak?	
I-9	:	Insyaallah, mau kak .	
R	:	Baik lah I-9 Terimakasih atas waktu dan informasinya, Assalamualaikum wr. wb.	
I-9	:	Walaikumsalam	

From the transcription above, it can be seen that the informant (I.9) had face three difficulties in online learning vocabulary during covid-19 pandemic. Those difficulties were having lack of resources in learning vocabulary, being difficult to pronountiation the word, Being difficult to differentiate homonyms.

Interview Result:

Transcription of Second interview with informant 3 :

The second interview was done to informant 3 on Thursday , july 29th 2020 at 20.14 PM by using phone call because the condition is not good to do the direct interview cause by Covid-19 (Corona Virus Disease). The informant also welcome to the researcher. The researcher recorded the conversation by using hand phone. The interview was successful because there were no challenges during interview. The transcript of interview is below :

Actor		Utterance	Name of Difficulties
R	:	Assalamualikum Warohmatullohi Wabarokatuh	
I-3	:	Walaikumsalam Warohmatullohi wabarokatuh	
R	:	Perkenalkan nama saya melta fitri, mahasiswi TBI IAIN Batusangkar semester delapan. Setelah saya mewawancarai saudara beberapa waktu yang lalu dapat saya tarik kesimpulan saudara bahwa saudara mengalami kesulitan dalam belajar vocabulary online selama pandemic covid-19 kesulitannya yaitu yang pertama kekurangan bahan ajar atau referensi, yang kedua tidak bisa melaksanakan diskusi kelompok,bisakah saudara menjelaskan maksut dari kesulitan tersebut!	
I-3	:	Baiklah kak I-3 akan jelaskan yang pertama perihal **kesulitan mendapatkan bahan ajar** dikarenakan vocabulary ini,memiliki referensi yang berbeda-beda dengan link yang lain pun beda pembahasannya,nah itu sebabnya sulit mencari bahan ajar itu dan juga banyaknya e-book yang kita cari internet itu	D.3 Being difficult to search the learning sources independently D.4 Being difficult to do group discussion

		berbayar jadi tidak bisa diakses secara muda dan juga untuk itu ngk ada cara lain kan selain mencari buku,jadi waktu itu I-3 mencari-cari diperpustakaan dibatusangkar tapi tidak mendapatkan yang benar-benar sesuai itu permasalahannya kak,kalau yang satu lagi perihal **kesulitan belajar kelompok** ya secara harfiah lebih baik dikerjakan bersama-sama ditempat yang sama atau waktu yang sama jadi untuk diskusi atau belajar kelompok secara virtual itu kurang klop aja rasanya kak,dan pemahaman yang kita dapatkan itu berbeda dan tidak mendapatkan satu pemahaman yang sama kak,dan bertemu secara langsung itu kita bisa mendapat energi yang berbeda kak.	
R	:	Adakah kesulitan lain yang I-3 rasakan ketika belajar vocabulary online selama pandemic covid-19?	
I-3	:	Tidak ada kak	
R	:	Baiklah I-3 terimakasih atas waktunya yah	
I-3	:	Iya kak,sama-sama	
R	:	Assalamualaikum wr.wb	
I-3	:	Walaikumsalam wr.wb	

From the second transcription above, it can be seen that the informan (I.3) had faced two difficulties in online learning vocabulary during covid-19. Those difficulties were being difficult to search the learning sources independently, being difficult to do group discussion

Transcription of Second interview with informant 8

The second interview was done to informant 8 on Friday, july 29th 2020 at 21.09 PM by using phone call because the condition is not good to do the direct interview cause by Covid-19 (Corona Virus Disease). The informant also welcome to the researcher. The researcher recorded the conversation by using hand phone. The interview was successful because there were no challenges during interview. The transcript of interview is below:

Actor		Utterance	Name of Difficulties
R	:	Assalamualikum Warohmatullohi Wabarokatuh	
I-8	:	Walaikumsalam Warohmatullohi wabarokatuh	
R	:	Perkenalkan nama saya melta fitri, mahasiswi TBI IAIN Batusangkar semester delapan. Setelah saya mewawancarai saudara beberapa waktu yang lalu dapat saya tarik kesimpulan saudara bahwa saudara mengalami kesulitan dalam belajar vocabulary online selama pandemic covid-19 kesulitannya yaitu yang pertama jaringan,yang kedua kekurangan sumber belajar,yang ketiga susah konsetrasi dalam waktu yang lama dalam perkuliahan online,yang keempat kurang interaksi dengan dosen,yang kelima mediannya terlalu monoton,yang keenak susah dalam penepatan in,at on,yang ketuju arti kata berbeda dengan yang dipikirkan atau dicari yang kedelapan bingung menepatkan part of speech,baik lah disini kak ingin menanyakan apa sih maksutnya susah berkonsentrasi dalam waktu yang lama dalam perkuliahan online	

		bisakah saudara menjelaskan maksut dari kesulitan tersebut!	
I-8	:	iya kak, Eeee karna media yang digunakan tu daring kan menngunakan hp kalau misalnya kek lama kita melihat hp bisa saja kita tertarik untuk membuka hal lain gitu kak ngk zoom muluk gitu kak,bosan nengok zoom gitu tapi kita bisa kek biarlah ngk ngidupin kamera atau kita main yang lain main game atau melihat medsos gitu kayak ngk konsentrasi gitu kak.	D.10 Being Difficulty concentrating for long time in online learning
R	:	Yang kedua kurang interaksi dengan dosen. bisakah saudari menjelaskan maksut dari kesulitan tersebut!	
I-8	:	Itu karna apa kak, kadang e mahasiswa ni merasa takut untuk bertanya kak atau berinteraksi kadang takut kita pertanyaan kita tu salah kadang kita merasa kek bener ngk pertanyaan kan kadang bapak tu menjelaskan part of speech gitu kan kak tentang verb gitu kadang itu pertanyan untuk verb atau untuk naoun gitu kak kadang kita pusing juga kak kadang kek ngk tau,karna ngk tau tu kita malas seharusnya kalau ngk tau kita bertanya kan jadinya males gitu kan kak,dan juga takut salah kata juga sih kak kalau bertanya tu dan kurang percaya diri kak	D.11 Having less interaction with lecturers
R	:	Yang ketiga medianya terlalu monoton. Maksutnya disini apa ya dik?	
I-8	:	Mediannya,biasanya bapak tu ngezoom gitu kan kak jan kan ngezoom ngezoom gitu kan kak kek bosan gitu kak kek ngk ada variasinya yang lain gitu kadang bapaknya ngasih materi melalui word gitu,di word itu kan ngk	D.12 having lack learning media is too monotonous

		ada warna-warnanya gitu kan kak,kadang kita nengok sesuatu tu yang berwarna tu kek lebih apalah gitu kek lebih tertarik gitu kalau	
R	:	Adakah kesulitan lain yang I-8 rasakan ketika belajar vocabulary online selama pandemic covid-19?	
I-8	:	Eee itu aja kayaknya kak.ngk ada yang lain	
R	:	Baik lah terimakasih atas waktu dan informasinya ya I-8	
I-8	:	Iya kak	
R	:	Assalamualaikum wr.wb	
I-8	:	Walaikumsalam wr.wb	

From the second transcription above, it can be seen that the informant (I.8) had face two difficulties in online learning vocabulary during covid-19 pandemic. Those difficulties were being difficult to online learning because of signal failure, having lack of resources in learning vocabulary, being Difficulty concentrating for long time in online learning, having less interaction with lecturers, having lack learning media is too monotonous, being difficulty in preposition word, being difficulty in Idiomatic.

Informant	Utterance	Code	Difficulties
I-1	Hmmmm, mungkin yang di vocabulary **adanya kata-kata yang hampir sama gitu pengucapannya kak, namun berbeda tulisan dan artinya kak kayak by (oleh) dengan bye(selamat tinngal)kan hampir sama tu kak jadinya susah kak** (Maybe in the vocabulary there are words that are almost the same as the pronunciation, Sis, but the writing and meaning are different, like by (by) and bye (goodbye) it's almost the same, Sis, it's difficult)	D.1	Being difficult to differentiate homonyms
	kekurangan sumber belajar kak, mungkin kalau offline kan bisa keperpustakan buat nyari buku gitu kak, pas online Cuma kayak google, jurnal gitu kak.kayak keterbatasan sumber gitu kak ,kadang-kadang jaringan juga bermasalah kak sehinnga untuk mengakses sumber belajar itu jadi susah kak (lack of learning resources, bro, maybe if you go offline, you can go to the library to look for books like that, bro,	D.2	Having lack of resources in learning vocabulary because of signal failure

	when you're online, it's just like google, journals, bro. It's like limited resources, bro, sometimes the network also has problems, so it's difficult to access learning resources.)		
1-2	Itu kak yang apa namanya yang waktu ada pelajaran sama bapak tu **kata-kata yang pengucapannya sama tapi arti dan tulisannya beda gitu kak itu yang buat I-2 kadang susah untuk mempelajari atau mengerti vocab kak** (What's the name, Sis, what is the name when you have a lesson with your father, **the words have the same pronunciation but the meaning and writing are different, Sis, that's what makes I-2 sometimes difficult to learn or understand vocabulary)**	D.1	Being difficult to differentiate homonyms
I-3	**Kesulitan yang paling berasa sih kekurangan bahan ajar ya kak, karna pelajaran kita dapatkan Cuma dari dosen itu aja sih kak,dan kita tidak bisa mencari sumber referensi lain dikarnakan yang pertama untuk hidup sendiri biasanya untuk mencari e-book yang bermuatan bagus dan gratis itu susah dan**	D.3	Being difficult to search the learning sources independently

	juga kemaren itu dari kita masih bermasalah ya kak,terus juga dirumah aja jadi susah untuk mencari referensi tambahan itu sih kak **(The most difficult difficulty is the lack of teaching materials, sis, because the lessons we get are only from the lecturer, bro, and we can't look for other reference sources because the first one to live alone is usually to find e-books that are good and free, it's difficult and also yesterday from us, we still had problems, sis, just stay at home so it's hard to find that additional reference, sis)**		
	kalau dalam belajarnya bagi I-3 ngk ada ya kak tapi kesulitan yang I-3 dapetin mungkin karna belajarnya secara daring ya kak via zoom,**jadi tidak bisa melaksanakan seperti diskusi kelompok gitu kak,padahalnya tu kalau untuk pelajaran vocabulary menurut I-3lebih enak dibuat pakai kelompok-kelompok gitu kak** ,jadi kek brainstorming gitu kak (In terms of learning for I-3, there's nothing, sis, but the difficulty I-3 is	D.4	Being difficult to do group discussion

	getting, maybe because you're learning online, bro, via zoom, **so you can't do it like a group discussion, sis, even though it's better for I-3 vocabulary lessons to make use groups like that**, bro, so it's like brainstorming, bro)		
I-4	Oooo didalam belajar vocabulary tu terkadang kekurangannya itu, **saya terkadang mengalami kesulitan dalam penghafalan vocabulary**, terus dan terkadang kata yang di vocabulary memiliki meaning lebih dari satu dan sulit untuk saya membedakannya. Dia tu kan ada kayak verb 1, verb 2 jadi itu juga sulit kak,jadi itu kesulitanya dalam Pembelajarannya kak. (Oooo, in learning vocabulary, sometimes there are shortcomings, **I sometimes have difficulty in memorizing vocabulary**, and sometimes words in the vocabulary have more than one meaning and it is difficult for me to distinguish them. He's there like verb 1, verb 2) So it's also difficult, Sis, so that's the difficulty in learning, Sis.	D.5	Being difficulty in memorizing vocabulary
	Oooo didalam belajar vocabulary tu terkadang kekurangannya itu, saya	D.1	Being difficult to differentiate homonyms

	terkadang mengalami kesulitan dalam penghafalan vocabulary, **terus dan terkadang kata yang di vocabulary memiliki meaning lebih dari satu dan sulit untuk saya membedakannya.** Dia tu kan ada kayak verb 1, verb 2 jadi itu juga sulit kak,jadi itu kesulitanya dalam Pembelajarannya kak. (Oooo, in learning vocabulary, sometimes there are shortcomings, I sometimes have difficulty in memorizing vocabulary, **and sometimes words in the vocabulary have more than one meaning and it is difficult for me to distinguish them**. He's there like verb 1, verb 2) So it's also difficult, Sis, so that's the difficulty in learning, Sis.		
	Oooo didalam belajar vocabulary tu terkadang kekurangannya itu, saya terkadang mengalami kesulitan dalam penghafalan vocabulary, terus dan terkadang kata yang di vocabulary memiliki meaning lebih dari satu dan sulit untuk saya membedakannya. **Dia tu kan ada kayak verb 1, verb 2 jadi itu juga sulit kak,jadi itu kesulitanya dalam Pembelajarannya kak.** (Oooo, in learning	D.6	Being difficult to differentiate part of speech

	vocabulary, sometimes there are shortcomings, I sometimes have difficulty in memorizing vocabulary, and sometimes words in the vocabulary have more than one meaning and it is difficult for me to distinguish them. **He's there like verb 1, verb 2) So it's also difficult, Sis, so that's the difficulty in learning, Sis.**		
I-5	**Kesulitan belajar vocabulary online kadang jaringannnya susah atau jelek gitu kak yang bikin ngak focus** sehingga kalau yang disampaikan bapak itu jadi ngk jelas ya saya jadinya ngk focus kak dan main-main kak (**It's difficult to learn vocabulary online, sometimes the network is difficult or bad, Sis, which makes you not focus**, so if what you say is not clear, I will not focus, Sis, and play around)	D.2	Being difficult to focus because of signal failure
	Kesulitannya tu terkadang ya misalnya pas materi nanti sering lupa ini bagian yang mana,ini bagian yang mana **The difficulty is sometimes, for example, when the material is later, you often forget which part this is, which part is**	D.6	Difficulty in wording(part of speech)

|			
	this		
	Kalau materi, **kesulitannya tu terkadang ya misalnya sering kesulitan membedakan kayak, kata ini bagian yang mana,ini bagian yang mana, kayak verb, adverb, pronoun kayak pengklasifikasian materi nya itu masuk kemana susah kadang kak**. (When it comes to material, sometimes **the difficulty is, for example, it is often difficult to distinguish like, which part of the word is this, which part is this, such as verbs, adverbs, pronouns, such as where to classify the material, sometimes it's difficult**, bro.)	D.6	Being difficult to differentiate part of speech.
I-6	hmmm yang pasti belajar vocab seringnya menggunakan zoom **kendala yang paling besar adalah kendala jaringan dan eeeeee tidak sikronnya kadang bapak lagi menanyakan namun tidak terdengar dan membutuhkan waktu agar informasi itu sampai jadi kendala yang paling besar melewati masa pandemic adalah jaringan.** (hmmm for sure learning vocab often using zoom	D.2	Being difficult to get information because of signal failure

|			
	the biggest obstacle is the network problem and eeeeee it's not in sync sometimes you ask but you don't hear it and it takes time for the information to become the biggest obstacle through the pandemic period is the network.)		
	Selain jaringan tentu eee **biaya yang bertambah untuk membeli paket data seperti itu kak**, selain itu waktu yang tidak cukup untuk belajar kak In addition to the network, **of course, there will be additional costs to buy a data package**	D.7	Having additional cost to buy internet quota
	Yang paling sulit dalam vocab adalah ketika kata tu pembacaannya sama kak tapi artinya tu berbeda kak (**The most difficult thing in vocab is when the word is read the same sis, but the meaning is different**, sis)	D.1	Being difficult to differentiate homonyms
	Ada juga di vocab tu **terdapat kata-kata yang sulit pembacaannya kak**, kayak entrepreneur atau pengusaha kak (There are also words in **the vocab that are difficult to read**, sis, like entrepreneur or businessman sis)	D.8	Being difficult to pronunciation the word

| I-7	Sulit menghafal vocabulary **difficult to memorize vocabulary**	D.5	Being difficulty in memorizing
	Dan juga **dalam belajar kosakata tu dalam 1 kosakata tuh ada yang memiliki makna dan memiliki arti yang berbeda tapi pengucapannya sama kak**,itu membuat saya sulit kak dan binggung kak. (And also **in learning that vocabulary, in one vocabulary there are those that have meanings and have different meanings but the pronunciation is the same**, bro, that makes it difficult for me, bro and confused.)	D.1	Being difficult to differentiate homonyms
	Kan banyak mempelajari kosakata tu kak, **tapi nggak tahu cara menggunakannya kata-kata yang benar dalam percakapan gitu kak,kadang tu suka binggung**, ini cocoknya yang mana, yang cocoknya buat yang mana kek gitu kak. (Sis, you learn a lot of vocabulary, **but you don't know how to use the right words in conversation, Sis, sometimes you get confused**, which one is right for you, which one is right for you, Sis.)	D.9	Being difficult using appropriate use
I-8	**Kesulitannya yang paling banyak dialami**	D.2	Being difficult to online learning

	kami mahasiswa adalah masalah jaringan **(The difficulty that most of us students experience is network problems)**		because of signal
	Susah untuk berkonsentrasi belajar daring,untuk waktu yang lama tu susah **It's hard to concentrate on studying online, for a long time it's hard**	D.10	Being Difficulty concentrating for long time in online learning
	Kurang berinteraksi dengan bapak dosen **Less interaction with the lecturer**	D.11	Having less interaction with lecturers
	Medianya tu kayak zoom terlalu monoton **The media is like zoom, it's too monotonous**	D.12	Having lack learning media is too monotonous
	Kurang paham terkadang dalam menempatkan at, in, on **Don't understand sometimes in placing at, in, on**	D.13	Being difficulty in preposition word
	Artinya tu beda kayak yang kita pikirkan atau yang kita cari **It means it's different from what we think or what we're looking for**	D.14	Being difficulty in Idiomatic
	Eeeeeee,menurut I-9 kurang efektif kak dikarnakan eee **sulitnya ee banyaknya ee kekurangan sumber belajar** (Eeeeeee, according to I-9, it's less effective, sis, because it's **difficult, there's a lot of it, there's a shortage of learning resources)**	D.2	Having lack of resources in learning vocabulary

I-9	**Terusss dalam pengucapan eee vocabularynya tu kadang saya kesulitan kak dalam pengucapan kata kak** (keep on pronouncing the vocabulary, sometimes I have trouble pronouncing the words sis)	D.8	Being difficult to pronunciation the word
	Terus ketika belajar vocab tu **saya menemukan kata yang pengucapannya tu persis kak, tapi maknanya tidak sama dalam satu vocabulary itu kak susah** (Then, when I was learning the vocabulary, **I found a word that had the exact pronunciation, bro, but the meaning was not the same in the same vocabulary, bro, it was difficult)**	D.1	Being difficult to differentiate homonyms

Appendix 7: Documentations
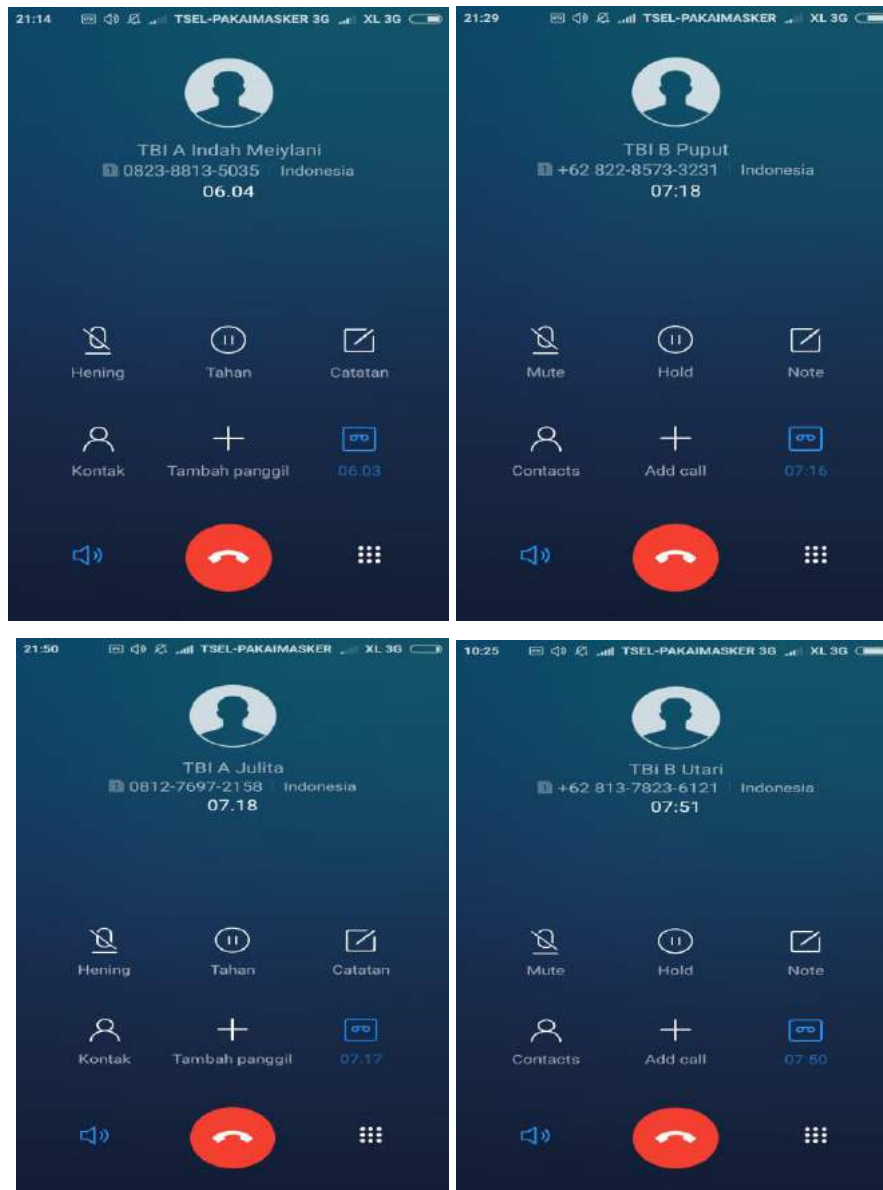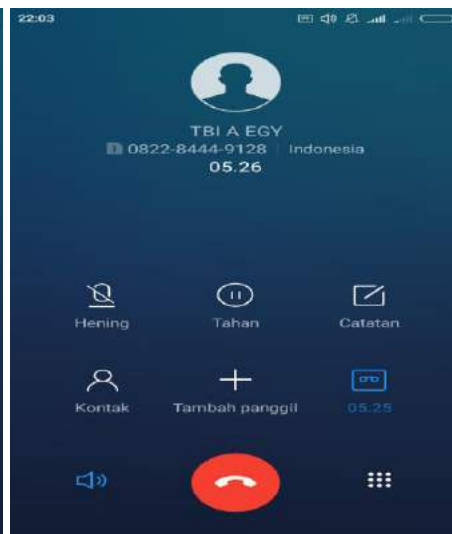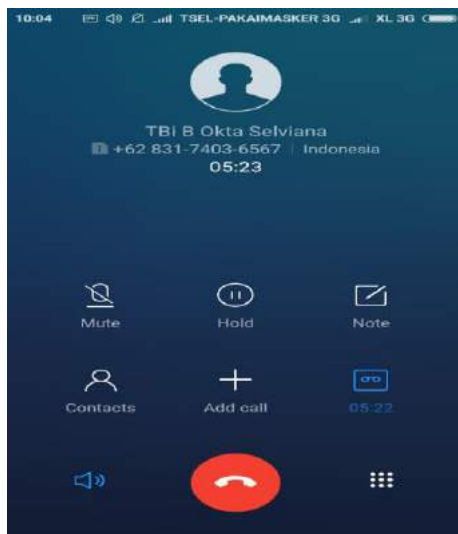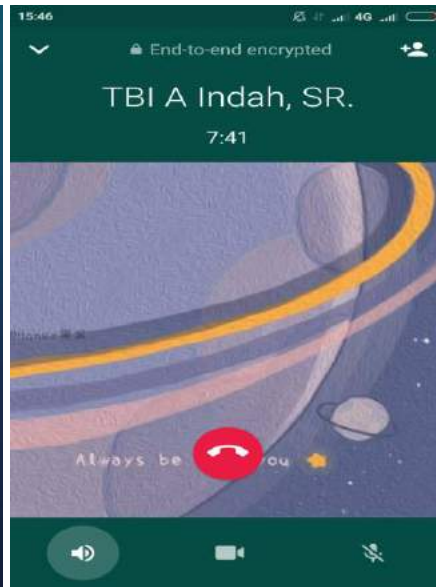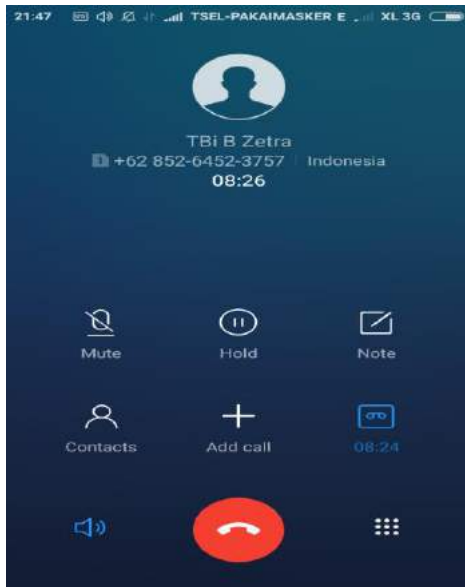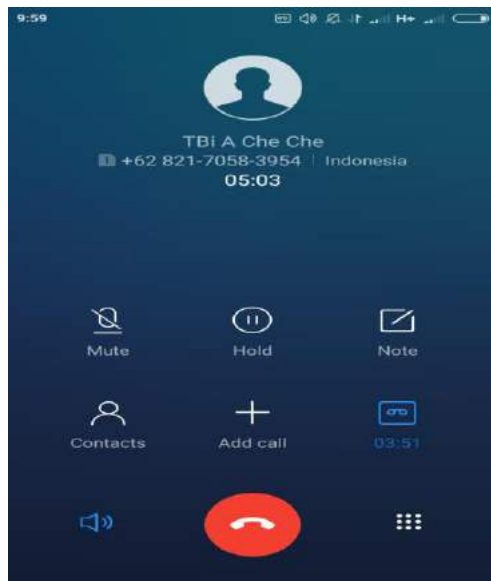
Decomentation the second interview:

Appendix 5: Display of the Data

STUDENTS' DIFFICULTIES IN ONLINE LEARNING

VOCABULARY DURING COVID-19 PANDEMIC

No	Students' difficulties in online learning Vocabulary during covid-19 pandemic	Number of the Informant
1.	Being difficult to differentiate homonyms	I-1, I-2, I-4, I-6, I-7, I-9
2.	Having lack of resources in learning vocabulary because of signal failure	I-1, I-5, I-6, I-8, I-9
3.	Being difficult to search the learning sources independently	I-3
4.	Being difficult to do group discussion	I-3
5.	Being difficulty in memorizing vocabulary	I-4, I-7
6.	Being difficult to differentiate part of speech	I-4, I-5
7.	Having additional cost to buy internet quota	I-6
8.	Being difficult to pronunciation the word	I-6, I-9
9.	Being difficult using appropriate use	I-7
10.	Being Difficulty concentrating for long time in online learning	I-8
11.	Having less interaction with lecturers	I-8
12.	Having lack varied learning media	I-8
13.	Being difficulty in preposition word	I-8
14.	Being difficulty in Idiomatic	I-8

Appendix 6: Conlusion Drawing and Data Verivication

STUDENTS' DIFFICULTIES IN ONLINE LEARNING

VOCABULARY DURING COVID-19 PANDEMIC

Based on interview results, the researcher concludes that there are fifteen Students' difficulties in online learning Vocabulary during covid-19 pandemic. They are as follow :

1. Being difficult to differentiate homonyms
2. Having lack of resources in learning vocabulary because of signal failure
3. Being difficult to search the learning sources independently
4. Being difficult to do group discussion
5. Being difficulty in memorizing vocabulary
6. Being difficult to differentiate part of speech
7. Having additional cost to buy internet quota
8. Being difficult to pronunciation the word
9. Being difficult using appropriate use
10. Being Difficulty concentrating for long time in online learning
11. Having less interaction with lecturers
12. Having lack varied learning media
13. Being difficulty in preposition word
14. Being difficulty in Idiomatic

Appendix 7: Letter of Recommendation

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI BATUSANGKAR
LEMBAGA PENELITIAN DAN PENGABDIAN MASYARAKAT
Jl. Sudirman No.137 Kuburajo Lima Kaum Batusangkar 27213, Telp. (0752) 71150, Ext 135, Fax. (0752) 71879
Website :www.iainbatusangkar.ac.id   e-mail: lppm@iainbatusangkar.ac.id

SURAT IZIN PENELITIAN
Nomor : B-0603/In.27/L.I/TL.00/07/2021

Berdasarkan surat saudara/i nomor surat: Istimewa pada 15 Juli 2021 perihal Mohon Izin Penelitian. Setelah dipelajari, maka Lembaga Penelitian dan Pengabdian Masyarakat (LP2M) Institut Agama Islam Negeri Batusangkar menyatakan tidak keberatan atas penelitian dan memberikan izin kepada:

Nama/NIM	: Melta Fitri / 1730104038
Tempat/Tanggal Lahir	: Batusangkar, 26 Juli 1998
Kartu Identitas	: 1304056607980001
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa inggris
Alamat	: Jorong Pintu Rayo Nagari Tanjung Barulak Kecamatan Tanjung Emas Kabupaten Tanah Datar
Judul Penelitian	: **"Students' Difficulties In Online Learning Voacbulary During Covid-19 Pandemic (A Study Of The Second Semester Students Of English Teaching Department At Iain Batusangkar Registered In 2020/2021 Academic Year)"**
Lokasi Penelitian	: Jurusan Bahasa Inggris
Waktu Penelitian	: 16 Juli 2021 s.d 16 September 2021
Dosen Pembimbing 1	: Hendra Eka Putra, M.Pd.
2	: -

Dengan ketentuan sebagai berikut :

1. Kegiatan penelitian tidak boleh menyimpang dari maksud dan objek seperti tersebut di atas.
2. Memberitahukan kedatangan serta maksud penelitian yang akan dilaksanakan dengan menunjukkan surat izin/rekomendasi penelitian ini kepada Dekan Fakultas, Ketua Jurusan, Ketua Lembaga, Kepala Bagian, Kepala Sub. Bagian atau Kepala Unit yang terkait.
3. Mematuhi dan menghormati semua peraturan yang berlaku di IAIN Batusangkar.
4. Bila terjadi penyimpangan/pelanggaran terhadap ketentuan-ketentuan tersebut di atas, maka surat izin ini/rekomendasi penelitian ini akan **DICABUT** Kembali
5. Surat izin ini/rekomendasi penelitian ini berlaku dari tanggal: 16 Juli 2021 s.d 16 September 2021
6. Melaporkan hasil penelitian kepada Rektor IAIN Batusangkar Cq. Ketua LP2M.

Batusangkar, 15 Juli 2021
Ketua

Dr. H. Muhammad Fazis, M.Pd

Tembusan:
1. Rektor IAIN Batusangkar (Sebagai Laporan)
2. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Batusangkar (Sebagai Laporan)