



**DIFFICULTIES EXPERIENCED IN ONLINE LEARNING ENGLISH FOR YOUNG  
LEARNER DURING COVID-19 PANDEMIC**

**(A CASE STUDY OF STUDENT, PARENT, AND TEACHER IN SDIT BRILLIANT  
BATUSANGKAR)**

**THESIS**

*Submitted to English Teaching Department of Faculty of Tarbiyah  
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Degree (S.1)*

**BURRAHMAN SATRIA**

Reg.No.1730104014

**ENGLISH TEACHING DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)  
BATUSANGKAR**

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Nama : **BURRAHMAN SATRIA**  
NIM : **1730104014**  
Program Studi : Tadris Bahasa Inggris

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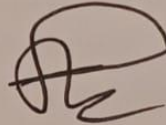
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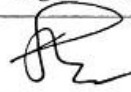


Pembimbing,



**Zulhermindra, M. Pd**  
NIP.196909101999031003

### THESIS EXAMINER APPROVAL

This thesis was written by BURRAHMAN SATRIA, Reg.No: 1730104014, entitled “**DIFFICULTIES EXPERIENCED IN ONLINE LEARNING ENGLISH FOR YOUNG LEARNER DURING COVID-19 PANDEMIC (A CASE STUDY OF STUDENT, PARENT, AND TEACHER IN SDIT BRILLIANT BATUSANGKAR)**”, has been examined by board of examiners of English Teaching Department of Tarbiyah and Teacher Training Faculty of IAIN Batusangkar on Wednesday, February 9, 2022 and approved to be accepted as requirement to obtain Bachelor Degree in Teaching English.

No	Names	Position	Date	Signature
1	<b>Zulhermindra, M.Pd</b> NIP.19790915 200604 2 006	Advisor	20/02/2022	
2	<b>Dr. Sirajul Munir, M.Pd</b> NIP.19740725199903 1 003	Examiner 1	18/02/2022	
3	<b>Yuliana Kusuma, SS., M.Pd</b> NIP.19760705200312 2 003	Examiner 2	17/02/2022	

Batusangkar, February 2022  
Approved by,  
Dean of Tarbiyah and Teacher  
Training Faculty  
State Institute Islamic Studies (IAIN)  
Batusangkar



**Dr. Adripen, M.Pd**  
NIP. 19650504 199303 1 003

## ABSTRAK

BURRAHMAN SARTRIA, NIM 1730104014. Thesis entitled **“DIFFICULTIES EXPERIENCED IN ONLINE LEARNING ENGLISH FOR YOUNG LEARNER DURING COVID-19 PANDEMIC (A CASE STUDY OF STUDENT, PARENT, AND TEACHER IN SDIT BRILLIANT BATUSANGKAR)”**. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Batusangkar.

Permasalahan dalam penelitian ini adalah kesulitan yang dihadapi oleh siswa, guru, dan orang tua dalam pembelajaran daring bahasa Inggris selama masa pandemic covid-19 di SDIT Brilliant Batusangkar. Seperti yang kita ketahui pembelajaran daring merupakan sesuatu yang baru diterapkan di masa pandemic ini terlebih untuk tingkatan SD. Tentunya siswa SD yang sangat jarang sekali menggunakan smartphone harus mulai belajar menggunakannya dan beradaptasi dengan pembelajaran daring begitupun dengan guru dan orang tua. Oleh sebab itu peneliti merasa sangat tertarik untuk meneliti apa saja kesulitan-kesulitan yang mereka alami selama pembelajaran daring Bahasa Inggris di masa pandemic khususnya di SDIT Brilliant Batusangkar.

Penelitian ini menggunakan penelitian kualitatif. Informannya ditetapkan menggunakan metode *purposively-sampling*. Ada sembilan informan terdiri dari empat murid, dua guru, dan tiga orang tua. Alasan pengambilan informannya adalah karena mereka merupakan informan yang terlibat dalam pembelajaran Bahasa Inggris secara daring di SDIT Brilliant Batusangkar. Untuk penelitannya sendiri, peneliti melakukan wawancara secara langsung dan juga menggunakan telepon. Analisis data dari penelitian ini menggunakan tiga tahap yaitu *Data Reduction*, *Data Display*, dan *Verifying and Drawing Conclusion*.

Hasil dari penelitian ini menunjukkan bahwa: 1) siswa, guru, dan orang tua memiliki permasalahan belajar daring karena fasilitas media yang minim, 2) guru dan orang tua kurang familiar dengan system pembelajaran daring, 3) siswa, guru, dan orang tua memiliki masalah dengan jaringan yang jelek, 4) guru memiliki masalah dengan kreatifitas yang mereka miliki, 5) siswa, guru, dan orang tua menyatakan pengeluaran untuk paket data yang mereka sangatlah banyak dan mahal, 6) guru dan murid memiliki kemampuan membagi waktu yang buruk, 7) siswa, guru, dan orang tua memiliki permasalahan dengan lingkungan tempat tinggalnya, dan 8) murid, guru, dan orang tua memiliki fokus yang buruk selama pembelajaran

## TABLE OF CONTENTS

<b>ACKNOWLEDGEMENT</b> .....	i
<b>ABSTRACT</b> .....	iii
<b>TABLE OF CONTENT</b> .....	iv
<b>CHAPTER I INTRODUCTION</b> .....	1
A. Background of the Problem .....	1
B. Research Focus and Question .....	4
C. Definition of Key Terms .....	4
D. Purpose of The Research .....	4
E. Significance of the Research .....	5
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b> .....	6
A. Review of Related Theories .....	6
1. Online Learning .....	6
a. Definition of Online Learning .....	6
b. Advantages and Disadvantages of Online Learning .....	7
c. Teacher Role in E-Leaning .....	7
d. Plaftroms in Online Learning .....	8
2. Teaching English for Young Learner .....	12
A. Definition of Young Learner .....	12
B. Characteristic of Young Learner .....	13
3. Covid-19 Pandemics .....	14
B. Review of Relevant Studies .....	16

<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>13.</b>
A. Research Design.....	13
B. Research Setting.....	13
C. Research Informant .....	13
D. Technique of Data Collection .....	14
E. Research Procedure .....	15
F. Checking of Data Trustworthiness .....	16
G. Technique of Data Analysis .....	16
1. Reduction of the Data .....	16
2. Data Display.....	17
3. Conclusion and Verification of the Data .....	17
<b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....</b>	<b>18</b>
A. Research Findings .....	24
1. Students Difficulties in Online Learning English For Young Learner During Covid-19 Pandemic .....	24
2. Teachers Difficulties in Online Learning English For Young Learner During Covid-19 Pandemic Parents Difficulties in Online Learning English For .....	26
3. Young Learner During Covid-19 Pandemic .....	28
B. Research Discussion.....	31
<b>CHAPTER V CONCLUSION AND SUGGESTION.....</b>	<b>34</b>
A. Conclusion .....	34
B. Suggestion .....	34
<b>BIBLIOGRAPHY .....</b>	<b>36</b>

# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Young English learners are young learners who learn English. They are primary school-age children who get English lessons as local content in their schools. English is an advantage to be introduced to the young learners. In general, the term of “*young learner*” is for children who are at the age of 5-12 years old (Linse and Nunan: 2005). Therefore, in teaching English for young learners. EYL teachers should have knowledge and skills needed to support young learners through the delivery of engaging and motivating lessons.

There are three reasons why English is important to be learnt by young learners. Firstly, the massive assumption that the younger the child learn a new language the better the result will be, because the child brain capability is higher when gaining knowledge of at an early age. Second, Language of the Internet.

Almost everything on the internet uses English. From the search engines we use, to websites that use English as a common language or the main language. In addition, the internet usually has many discussion forums with interesting topics in it. And many of those forum forums use English as a language to communicate with each other and the last Simple to Learn English is composed of simple and uncomplicated alphabet letters. Although many say that English is one of the hardest languages to learn, but apparently English is quite easy and fast to learn. Compared to other languages that use their own letters such as Arabic, Korean or Chinese. What is often difficult is because English has a different pronunciation than the one written. The more we practice, the more proficient we will be in English.

third is to practice self-confidence, one of the things that hinders learning a foreign language is shyness when they practice language skills. Learning a language also means about self-confidence, in the learning process the little one is forged to be confident and try to continue even though he is still a mess and a lot wrong. and slowly it will foster an attitude of confidence and make your little one more ready to face other challenges that require higher confidence.

Learning English at SDIT Brilliant applies English learning as a compulsory subject and has been introduced starting from the first grade of elementary school. The learning media used are with using image, writing and electronic media. which is taught to lead to daily activities, alphabet, animals and others related to daily life.



English can still teach and studied at elementary school level as English extracurricular or English training for children and it's not easy to give the teacher skill and knowledge about English to the young learner, because English teacher should use the principle and use the good material to teach EYL to make they enjoyable and understanding to study English. Juhana (2014: 44) stated that having a good learning materials for children are important aspects that teacher should concern in teaching English to young learners.

By increasing of corona virus cases in Indonesia, the government has decided to implement online learning in all levels of education. This system is implemented to minimize the spreading of corona virus and to maximize the teaching and learning process. This system can replace the conventional system in teaching and learning process which conduct a teaching activity without any direct interaction between the students and teachers. Learning at SDIT Brilliant during the pandemic uses an online system that is carried out in their respective homes. They learn to use google classroom media and you tube videos to make it easier to communicate with material that still leads to daily life.

The purpose of giving daily life material as the main material is so that children get used to conversation and disclosure in daily life, and it is hoped that all students can make English a second language for them and will automatically increase their self-confidence indirectly because they have accustomed from an early age. Because of the current online learning conditions, schools apply English language learning only for fifth and sixth grades, that's because grades one to four are quite difficult to direct and focus their minds during online learning. Those who teach in the fifth grade are English graduates while those who teach in the sixth grade are biology graduates. which of course will give different results both in learning and from the explanation of the material especially when learning online / online teachers are required to be creative and innovative in providing material so that students can understand and make classes fun for students.

In dealing with the teaching-learning process in this pandemic era, the use of media is an essential part. In the utilization of the media, particularly in the online classroom, it takes creativity and also a mature instructional consideration of the teacher. The use of the internet and supported application contributing teaching and learning process is unavoidable. Unfortunately, many problems and limitations also arise in conducting the e-learning system during the COVID-19 outbreak.

The challenge to effectively transfer what is taught in the face-to-face classroom to online continue to be a problem. Anderson, Imdieke, and Standerford, 2011 stated that they saw one of the main challenges as the “disconnect between the way teachers were taught to teach”, and how the course content must be delivered in an effective online classroom. This disconnect, while not new, does present a problem as many of the teacher education programs may not have yet caught up to the evolving online teaching environments. Another challenge outlined by Anderson et al. (2011) is the almost non-existence of institutional expectations for their online courses. These include the expectations of teachers, students, courses, and staff. Without clear guidelines and expectations for faculty members to follow, there is no way to assess the effectiveness of these online courses. Further Anderson et al. (2011) explained that the feedback they received from students seldom helped them in adjusting their teaching as they would in a face-to-face class.

phenomena or obstacles that occur during online learning are such as teacher difficulties in explaining material, students find it difficult to understand the material conveyed by teachers and parents at home as well as difficulties in understanding the material provided by the teacher and also difficulties in guiding children at home to want to learn.

In this research, the researcher will focus on the difficulties experienced in online teaching English for young learner. I want to research the difficulties of teachers, students and parents because they have their own difficulties in learning online and there are many more that need to be researched so that later they can come up with a solution to the problems they face.

The research will take place in SDIT Brilliant. The researcher will do some interview with the student, parent, and teacher in SDIT Brilliant about their difficulties during online teaching especially in learning English. The researcher saw many of them still unfamiliar in learning English in online course, not only teacher but also the student had difficulties in learning. Especially that was the first time the school applied learning in online way, so most of them still need time to adapt with new system. Based on this, researcher really interested to do the research about their experienced spesifically the difficulties experienced that they felt during online teaching in covid-19 pandemic era. So the researcher will entitled this research with **“Difficulties Experienced in Online Teaching English for Young Learner during**

## **Covid-19 Pandemic (A Case Study of Student, Parent, and Teacher in SDIT Brilliant Batusangkar)”**

### **B. Research Focus and Question**

Based on the background of the problem above, the researcher would like to focus her research on Difficulties Experienced in Online Teaching English for Young Learner during Covid-19 Pandemic (A Case Study of Student, Parent, and Teacher in SDIT Brilliant Batusangkar)

Based on the research focus above, the question of this research is: “What are difficulties experienced in online learning English for young learner during covid-19 pandemic”?

The specific questions are:

1. What are difficulties experienced by teachers in SDIT Brilliant during online learning English for young learner during covid-19 pandemic”?
2. What are difficulties experienced by students in SDIT Brilliant during online learning English for young learner during covid-19 pandemic”?
3. What are difficulties experienced by parents in SDIT Brilliant during online learning English for young learner during covid-19 pandemic”?

### **C. Definition of the Key Terms**

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

1. Difficulties are obstacle which are experienced by teachers, students, and parents dealing with the online learning English for young learners in SDIT Brilliant
2. Online learning is electronically supported learning that relies on the Internet for teacher/student interaction and the distribution of class materials. In this case SDIT Brilliant use Whatsapp and Google classroom
3. Young learners refer students of SDIT BRILLIANT who learn English as additional subject or local content

### **D. Purposes of The Research**

Based on the research question above, the main purpose of this research are to know difficulties experienced by teachers in SDIT Brilliant during online learning English for young learner during covid-19 pandemic, to know difficulties

experienced by students in SDIT Brilliant during online online learning English for young learner during covid-19 pandemic, to know difficulties experienced by parents in SDIT Brilliant during online online learning English for young learner during covid-19 pandemic”?

#### **E. Significance of the Research**

By conducting this research, the researcher hopes that this research can give advantages and significance to some people. Theoretically, this research can be expected to enhance the finding about students’ motivation in choosing English for Young Learner as an elective subject. Practically, this research is expected to be useful for:

1. The Teacher

This research can give some information for the teachers who teach online class related to difficulties experienced in online teaching english for young learner during covid-19 pandemic

2. The Student

This research will help the student to solve their problem about their difficulty in online learning during covid-19 pandemic

3. The Parent

This research will give information to the parent about the difficulties experienced in online teaching english for young learner during covid-19 pandemic

4. The Researcher

The researcher who conducted this research would get benefit in this results, it may give the researcher some valuable information about difficulties experienced in online teaching english for young learner during covid-19 pandemic.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Review of Related Theories

##### 1. Online Learning

###### a. Definition of Online Learning

According to Wagner, Hassanein & Head (2008) online learning is the expression broadly used to describe “instructional content or learning experience delivered or enabled by electronic technologies.” Also, the term online learning includes various applications and processes such as computer based-learning, web-based learning, virtual classroom, etc. Meanwhile online learning is part of technology-based learning that utilizes the internet, intranet, and extranet resources. According to Khan (2005:22), online learning refers to delivering learning material to anyone, anywhere, and anytime with using various technologies in an open learning environment, flexible, and distributed. Furthermore, the terms of learning are open and flexible refers to the freedom of students in terms of time, place, speed, content material, learning style, type of evaluation, collaborative or independent learning. Indrakusuma and Putri (2016:2) stated that online learning is an abbreviation of Electronic Learning which is one of the new ways in the teaching and learning process and uses electronic media specifically the internet as a learning system.

It can be concluded that Online Learning is a teaching and learning system that utilizes electronic media specifically the utilization of internet in accessing materials; having interaction with contents, teachers, and other students; and gaining assistance in learning process to gain knowledge, make meaning, and progress through learning experience.

**b. Advantages and Disadvantages of Online Learning**

**1) Advantages of Online Learning**

Online learning has several advantages as explain by several experts. The advantages of online learning can be seen in table on below:

**Table 2 Advantages of Online Learning**

<b>L. Tjokro (2009)</b>	<b>Hariyati (2020: 23)</b>
<ul style="list-style-type: none"><li>• It's far easier to soak up, that means that it uses multimedia facilities in the shape of pics, text, animation, sound, and additionally movies.</li><li>• Much extra effective in fees, meaning that there is no need for an teacher, no want for a minimal audience, everywhere, and so on.</li><li>• An awful lot more concise, that means that it does not contain a lot of magnificence formalities, without delay into a subject, topics that fit you.</li><li>• Available in 24 hours per day, which means that mastery in a cloth relies upon on enthusiasm and also the absorption of students, may be monitored, may be tested by using e-take a look at.</li></ul>	<ul style="list-style-type: none"><li>• Learning is not limited by place and time so that anytime students can access the learning process.</li><li>• Students in this learning process must be active so that the online learning process is a student-centered process.</li><li>• Save on education costs (infrastructure, equipment, books, officials travel). Train students to be more independent in gaining knowledge</li></ul>

Based on the table of experts above, the researcher concluded there are some advantages of online learning:

- 1) Learning is not only at school. By using any application students can learning anytime and anywhere
- 2) Student mostly in online learning process can be focus without any instructor
- 3) The online learning process does not require formalities at school. Students just save on education costs (infrastructure, equipment, books, official travel

- 4) Student can learning with independent also the material depends on enthusiasm and also the absorption of students, can be monitored, can be tested by e-test.

## 2) Disadvantages of Online Learning

Online learning has several disadvantages as explain by several experts. The disadvantages of online learning can be seen in table on below:

**Table 3 Disadvantages of Online Learning**

<b>L. Tjokro (2009)</b>	<b>Hariyati (2020: 23)</b>
<ul style="list-style-type: none"> <li>• The lack of interaction between learners and students or also even between students themselves.</li> <li>• This tendency can ignore academic aspects as well as social aspects and vice versa make the growth of aspects of business or also commercial.</li> <li>• The teaching and learning process tends towards training rather than education itself.</li> <li>• Changing a learning role from the original masters of conventional learning techniques is now also required to be able to know the learning techniques using ICT (information, communication, and also technology). Not all internet facilities are available in all places.</li> </ul>	<ul style="list-style-type: none"> <li>• Dissemination of statistics that isn't suitable, the net makes it feasible to present fabric or fabric that is irrelevant for college students to experience because it does not fit their stage of improvement, for instance cigarette and alcohol commercials or topics that may be too high for his or her understanding and too mature for his or her viewing. for that reason the need for strict manage and supervision. there is no corporation or employer that controls sports on a couple of pc networks. manage is on each man or woman. this is where the function of the instructor is wanted, the teacher should imply which websites comprise information that is simply useful for college kids so they ought to be "visited".</li> <li>• Copyright, due to the fact facts is so easily accessed, it's so easy for a person to down load files quick. therefore, college students could make a paper or challenge by means of violating someone's copyright that isn't always</li> </ul>

	<p>their work.</p> <ul style="list-style-type: none"> <li>• Very rapid website boom, it's far predicted that numerous thousand new web sites upload to the internet every day. This increase makes locating statistics truly difficult. To assist search for facts, several commercial organizations and universities offer search engines like google that comply with the net community and respond to look effects that in shape what's sought.</li> <li>• Support, good technical guide have to be available. without that guide and top control, pc networks can die fast. problems with a network can cripple a laboratory or maybe close down a whole faculty and business enterprise. Technical supervisors are needed to construct and hold networks.</li> <li>• Easy to manipulate, uers need to be essential thinkers and readers who realize the way to price records. everything this is despatched on the net isn't a "teaching". all people can submit some thing on the net, together with information that is not crucial, incorrect, or wrong.</li> </ul>
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Based on the table of experts above, the researcher concluded there are some advantages of online learning:

- 1) The bad thing of online learning is internet connection then learners and students might lost interaction each others
- 2) Student can ignore academic aspects also the habits because student can easily copy and download files quickly.



- 3) The teaching and learning process tends towards training find out website than education itself.
- 4) Changing a learning role from the original masters of conventional learning techniques is now also required to be able computer networks
- 5) Internet facilities are available in all places but on the internet is not everything about teaching

**c. Teacher Role in E-Learning**

According to Atmojo & Nugroho (2020) stated there are three challenges that teachers often face when doing online learning. The first is the low experience and ability of teachers in teaching using online learning models during the pandemic. This is due to the lack of teacher preparation in implementing online learning that is used when teaching during the pandemic.

Heather Fry, Steve Ketteridge, Stephanie Marshall (2009:93)” the widespread use of e-learning can break down the traditional academic role into several functions, which can be carried out by more than one person. For example, having an online class where there are:”

- 1) Lecturers, who work with professionals to produce appropriate online content.
- 2) E-moderators, who are teaching assistants responsible for organizing course discussion forums, to stimulate discussion, and to carry out learning activities based on lecture and reading material (Salmon, 2000).
- 3) Group facilitators, who work with small groups of students on specified collaborative activities, and maybe students on the path itself.
- 4) Technical or administrative, roles are responsible for answering practical student questions about the technology of courses.
- 5) Assessors, who can be brought from outside the course to mark student work.
- 6) Academic guests, who supply more detailed information on the alley, may organize courses and give students a feeling of being part of larger faculty.

#### **d. Platforms in Online Learning.**

There are some online learning platforms that can be used in online learning classroom. They are as follows:

##### 1) Google classroom

According to Alim (2019:242) Google Classroom is an internet-based service provided by Google as an e-learning system. The service is designed to help teachers create paperless assignments and distribute them to students. Users of this service must have a Google account. Also, only schools with Google Apps for Education can use Google Classroom. Google Classroom is used to facilitate interaction between a teacher or teacher and one or more students in the virtual world. Google Classroom can be used on multiple platforms, such as computers and mobile phones. Lecturers and students can visit the website at <https://classroom.google.com> or download the app via Play Store on android or iOS app store with keywords "Google classroom". The LMS usage is free of charge, so that utilization can be performed as needed. Google Classroom app is very useful for online teaching and learning, and can be obtained for free of charge and can be used on any device.

##### 2) Zoom

According to Guzacheva (2020: 458), Zoom is a cloud-based service that offers meetings and webinars, as well as video conferencing and content sharing capabilities. For example, it helps English teachers bring students together in a frictionless environment to complete more work. Zoom is a leader in the field of modern business video communications. It has a simple and reliable cloud platform that can be used for audio and video conferencing, collaborations, chats, and webinars on mobile devices, desktops, phones, and conference room systems.

Zoom grants English teachers to present the content of their lessons in various ways. Zoom screen sharing can provide English teachers with an excellent opportunity to develop students' cross-cultural skills by sharing engaging materials (such as videos, articles, and presentations). During and after class,

English teachers can encourage students to use active questions to analyze and evaluate their learning. Educators can also ask students to reflect on their lessons by recording videos and sharing them

### 3) WhatsApp

WhatsApp is a smartphone app intended for sending instant messages. Messages can be sent individually or in groups, so you can communicate with multiple people at the same time. Then, according to Roman (2016), people use this app because of its low cost; the possibility of an immediate smooth conversation; a sense of belonging to a group, creating a sense of community and family

## 2. Teaching English for Young Learner

### a. Definition of Young Learner

Linse and Nunan (2005: 2) define young learners are defined as children between the ages of 5-12. Young learners are divided into four base on their age, they are first, Pre-school student ages 2-4 years normally still at kindergarten school. Secondly, Based on Curtain and Dahlberg in Siswanto (2017: 31) primary student ages 5-7 years and thirdly, Intermediate students ages 8-10 formally at elementary school and the last Early adolescent student ages 11-14 formally at Junior high school. (). Meanwhile, Imaniah (2017: 20) stated the young learners who studied started from the pre-school (three years) to Elementary school (12 years). Nuraeningsih (2016: 95) stated that Elementary school students whose age around 6 until 12 years old.

Scott and Ytreberg (1993:1) stated that Young learners are referring to a student in five to ten years old. Phillips (2001: 3), on her book, stated that “young learners, means children from the first year of formal schooling (five or six year old) to eleven or twelve year of age”

Based on the definitions above, young learners are the elementary school students whose age are between 7-12 years olds

## **b. Characteristic of Young Learner**

Teaching a foreign language especially English to young learners is different with teaching a foreign language to adults or adolescents students. There are characteristics of Young Learner which we should know. Cameron (2001:1) states the characteristics of young learners as the following: "Children are more enthusiastic and lively as learners. They want to please the teacher rather than their peer group. They will have a go at an activity even when they don't quite understand why or how. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult. Children do not find it as easy to use language to talk about grammar/ discourse. Children often seem less embarrassed than adults at talking in a new language, and their lack of inhibition seems to help them get a more native-like accent"

Scott and Ytreberg (1990:2) also explain the characteristics of young learner with : "Some characteristics of young learners are they know that the world is governed by rules; they use language skills before they aware of them, they are very logical, have short attention and concentration span, love to play and learn best when they are enjoying themselves, very enthusiastic and positive learning...they ask questions all the time, rely on the spoken word as well as the physical word to convey and understand meaning, they are able to work with others and learn from others..."

According to Muijs and Reynolds (2008: 24) based on their book, young learners have the characteristics, which are: (a) they can differentiate objects based on their characteristics, (b) they can arrange logical combination where A is fewer than B and B is fewer than C, etc (c) they can develop the way to think which is reasonable and systematic, but they still think based on the physical.

So, based on the characteristics above, we could conclude the characteristics of young learners are that they love to play and learn best when they are enjoying themselves, they either pretend to understand, or they understand in their own terms and do what they think you want them to do, they also have a very short attention and concentration span. Young learners world are cheerful, joyful, fun, and the first stage of their learning life. Make up their education environment more exciting, attractive, and

active can give them unforgettable memories about their learning and they will enjoy their study.

### **3. Covid-19 Pandemics**

Coronavirus disease 2019 (COVID-19) is a type of virus (SARS- CoV2) that is known to originate from Wuhan, China, and was discovered at the end of December 2019. Coronavirus is a zoonosis (can be transmitted between animals or humans). At first, it was impossible to determine whether this virus could be transmitted from one person to another. Over time, the number of cases continued to increase. Finally it was confirmed that the spread of pneumonia can be transmitted from person to person. Until now, this virus is still spreading rapidly, which remains a mystery, and research is still in progress. The impact of the Corona virus disease 2019 (Covid-19) pandemic is now beginning to spread to the world of education. This is done as an effort to prevent the spread of Covid-19 transmission. It is hoped that all educational institutions will not carry out activities as usual; this can diminish the spread of Covid-19. The same thing has been done by various countries that are exposed to this disease, lockdown or quarantine policies carried out in an effort to reduce the interaction of many people who can provide access to the spread of the Covid-19. The spread of the Covid-19 had a profound effect on the economic world which was starting to fade, but now the impact is being felt by the education world. The policies taken by many countries including Indonesia by dismissing all educational activities make the government and related institutions must present alternative educational processes for students and students who cannot carry out the educational process in educational institutions.

COVID-19 infection can cause mild, moderate, or serious indications. The primary clinical manifestations are there are fever (temperature >38 degrees Celcius), cough, and trouble relaxing. Half of the patients develop shortness in one week. In severe cases worsening rapidly and progressive, such as ARDS, septic shock, metabolic acidosis that is difficult to correct and coagulation system bleeding or dysfunction within a few days. In some patients, symptoms appear mild, not even accompanied by fever. Most patients have a good prognosis, with a

small percentage in critical condition even dying. The following clinical syndromes that can appear if infected. Additionally, it very well may be joined by weight snugness, exhaustion, myalgia, gastrointestinal manifestations like looseness of the bowels, and other respiratory side effects. In certain patients, side effects seem mild, not joined by fever. Most patients have a decent anticipation, with a small percentage in critical condition even dying (Utami, 2020: 41)

The Ministry of Education and Culture (MOEC) is currently based on official information, ready with all scenarios including the application of working together encourage online learning (in networks) for students. In an effort to keep students studying at home, the MOEC has prepared a number of supports to smooth the process. The develop distance learning applications based on android: “portal Rumah Belajar”. This portal can be accessed at [learning.kemdikbud.go.id](http://learning.kemdikbud.go.id). Some excellent features that can be accessed by students and teachers include learning resources, digital classes, virtual laboratories, and question banks. Learning centers can be utilized by students and teachers of Early Childhood Education, Elementary Schools, Junior High Schools, Senior High Schools or Vocational Schools or equivalen.

Currently based on information that the MOEC has joined forces with seven online learning platforms namely Smart Classes, Quipper, Google Indonesia, Sekolahmu, Zenius, and Microsoft. Each platform will provide facilities that are publicly accessible and free. Some online learning platforms that can be accessed by students and teachers to increase learning resources include Google Indonesia, Sekolahmu, Smart Classes, Zenius, Quipper, and Microsoft. The covid-19 pandemic is indeed a tough test for all nations, testing the ability of all nations to be able to take wisdom by continuing to strive and endeavor to find solutions to every problem that exists. As a big nation, Indonesia must be able to overcome all existing problems. This is evidenced by Indonesia ready with all possibilities, with the birth of technologies created by the nation's children to provide online education services. (Abidah et al, 2020)

## B. Review of Relevant Studies

There are some studies that have been conducted related to this research. First, a study conducted by Laxmi Mustika Cakrawati (2017) entitled “students’ perceptions on the use of online learning platforms in EFL classroom”. The results of the study indicated that majority of participants considered the use of Edmodo or Quipper in English teaching and learning is effective and efficient in terms of time. Although slow-speed internet is considered to be one of difficulties in using Edmodo and Quipper, most of the participants agreed that the online learning platforms can help them in practicing language skills, acquiring new vocabularies, and improving their understanding on the contents of the lesson. The similarity between Laxmi Mustika’s research and this research are discussion about online learning. The difference of this research is Laxmi Mustika’s research focused on students’ perceptions related to online learning platform, while this research will focus on problems faced by the students, parents, and teachers in online learning.

Second, Budiyaningrum and Sujarwo (2019) did a research entitled “The impact of internet application as resources of learning on students’ independence learning”. The results of this study indicate that: (1) the availability of the internet at school as a learning resource is good enough in its use and management. (2) There is a positive impact on the availability of the internet in the school as a learning resource for students’ independence learning in English lesson. The similarity between Budiyaningrum and Sujarwo’s online learning and internet as a tool learning process. The difference between these two researches are Budiyaningrum and Sujarwo’s told about internet as one of online resources of independent learning while this research this research focus the students’ problems in using online learning.

Third, Kuama and Intharaksa (2016) did a research entitled “is online learning suitable for all English language students?” The results revealed that OLLS were employed by SLs more significantly when compared to what ULs did. In addition, significant difference was found at the level of 0.01 ( $p < .01$ ) between the mean values of SLs and ULs for metacognitive strategies ( $t = 2.66^{**}$ ). However, there was no significant difference between SLs and

ULs use of resources management strategies. Regarding affection in online learning, there was a significant difference in terms of perceptions. Metacognitive strategies and affection in online learning had significant correlations with online English learning outcomes. The results suggest that low English proficiency students lacked online learning skills and experiences in self-directed learning. They may not be ready for learning English online. The similarities between the previous research with this research is both of these two researches talk about online learning. The difference is the previous research examined online language learning strategies (OLLS) used and affection in online learning of successful and unsuccessful online language students and investigate the relationships between OLLS use, affection in online learning and online English learning outcomes. While this research will



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

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

The design of this research was descriptive qualitative research. It describes about difficulties experienced by teachers, students, and parents in online learning English for young learner during covid 19 pandemic. Gay (2000: 275) define that descriptive research determines and describes the way things are, involves collecting numerical data to test hypotheses or answer questions about the current subject of study. This research uses on qualitative approach. Moleong in Anugrah (2017: 34) explain that qualitative research was the study which intends to understand the phenomenon of what was experienced by the subject of the research, such as behavior, perception, motivation, and so forth.

Based on the theories above, the researcher interested to have a study about difficulties experienced in online teaching English for young learner during covid-19 pandemic. This research focuses to find out the difficulties experienced in online teaching english for young learner during covid-19 pandemic (a case study of student, parent, and teacher in sdit brilliant batusangkar).

#### **B. Research Setting**

This research is conducted at SDIT Brilliant Batusangkar Lima Kaum, which involved 2 local grades 5 and 6 elementary schools with a total of 4 students, 2 elementary school teacher that consist one 5<sup>th</sup> grade and 6<sup>th</sup> grade teacher, and 3 parents in teaching English online to young students during the covid-19 pandemic.

### **C. Research Informant**

Informants are people who contributed to the researcher understand of the phenomenon under study (Gay, 2012: 142). Research informant should have some criteria. There are five criteria in choosing or selecting the informant, they are: 1) honest, 2) reliable, 3) speaking up, 4) subject is not involved at certain group, and 5) subjects have views about certain case that happening (Moleong in Anugrah, 2017: 35).

Considering the criteria above, the informant of this research took by using purposive sampling technique. Purposive sampling is technique of sample to get source of data with certain consideration, such as the informants are supposes know more about what the researcher want to know is (Sugiyono, 2018: 218-219). Therefore, the informants of this research will be students, teachers, and parents in online teaching english for young learner during covid-19 pandemic. The researcher chooses them because they had experienced learning English during covid-19 pandemic. The researcher will choose students teachers, and parents becomes informants because they all involved in learning during online learning and during the pandemic ,first students because they are directly involved in the learning material and must understand the material provided by the teachers. Second teachers because they are directly involved in providing material to students and must make interesting subject matter so that students can understand and not get bored in learning.last parents because they are directly involved at home in guiding the child in learning and understanding in learning and understanding the learning material provided by teachers.

The informants of this research were nine people: four students, two teachers, and three parents. The reason why the researcher chose them was because they experienced in online learning English during covid-19 pandemic I SDIT Brilliant.

## **D. Techniques of Data Collection**

### **1. Research Instrument**

The key instrument of this research was the researcher himself. Sugiyono (2018: 222) state in qualitative research the main instrument is the researcher himself. Additionally, Gay (2000:19) states that the researcher relies on himself as the main instrument of the data collection. It means that the researcher will enter the setting to get the data, will do her own observation, will collect the document, will interview the informants, and will interpret the data by herself.

In this research, the data collected by doing interview. Interview is uses to collect the data if the researcher wants to know more the information from the informant (Sugiyono, 2018: 234). An interview is a purposeful interaction in which one person obtained information from another (Gay, 2012: 386).

### **2. Research Procedure**

This research conducted directly with interview. After reseacher get the informant, the reseacher do an interview. The researcher follows several procedure in this research, such as:

- a. Preparation
  - 1) Finding problem
  - 2) Finding the theories that related to the research problem
  - 3) Preparing proposal of the research
  - 4) Consulting with the advisors
  - 5) Revising the proposal
  - 6) Having seminar proposal
  - 7) Revising proposal after seminar
- b. Activities
  - 1) Scheduling to meet with the informants
  - 2) Doing an interview
  - 3) Recording the interview when interviewing process
- c. Post activities

- 1) Making the transcription of the interview
- 2) Analyzing the transcription of the interview
- 3) Analyzing the data
- 4) Checking the data trustworthiness
- 5) Drawing the result
- 6) Writing the research report.

### **E. Checking the Data Trustworthiness**

Checking the data trustworthiness is very important to do in order to enhance the accuracy of the data. The researcher will check the data trustworthiness by using triangulation. Triangulation is process which several methods (data source, theories, or researcher) are used in the study of phenomena (Sugiyono, 2018: 273). In addition, Triangulation is technique of checking data trustworthiness that utilizes something outside the data as checking or comparison toward the data (Moleong in Anugrah, 2017: 38).

There are five kinds of triangulation sources, they are: (1) comparing data observation with interview result, (2) comparing interview with interview but in different time and place, (3) comparing what people said in research situation and what the people said in their daily life, (4) comparing the people perspective with the other perspective such as the messes, the educator, rich or poor people and people in government, (5) comparing interview result with document.

In this research, the researcher will comparing interview with interview but in different time and place, the point here is that researchers will interview sources by telephone because during this pandemic period it is not possible to interview in person and face to face. After collecting the data from all informant by using interview, the researcher will checking the data by using interview again. It used to confirm the first data from interviewed result.

## **F. Technique of Data Analysis**

The data is analyzed based on the interview result. In analyzing the data, the researcher does reduction of the data, data display, conclusion and verification (Miles and Huberman in Anugrah, 2017: 39) divide three kinds of activity in analysis of qualitative data. They are:

### **1. Data Reduction**

The reduction of the data refers to the process of selection, focusing, simplifying, abstracting, and transforming the data that happened in written notes in the field. The reduction of the data will be occurring during the interview. In the data reduction, the researcher will do some activities. First, the researcher will record the interview and then will make the transcriptions of the interview results. Second, she will give a code of transcription for each items related to students' motivation in choosing English for young learner as an elective subject. Third, the researcher gives initial for the informant, such as: I.1 as the first informant, I.2 as the second informant, I.3 as the third informant, and so on and R as the researcher. Fourth, the researcher will bold the important point related to students' motivation in choosing English for young learner as an elective subject. The bold words of the data will code M.1 as the first motivation, M.2 as the second motivation, and so on.

### **2. Data Display**

Data display is the set of information that is arranged possible to give possibility in taking a conclusion and a treatment. In this step, the researcher will analyze students' motivation in choosing English for young learner as an elective subject. She will display the data in form of the table. The table will show the informants' number and their motivations in choosing English for young learner as an elective subject. She will display the data in the table form which consists of informants and related to their information from interview.

### 3. Conclusion and Verification of the data

After reducing and display the data, the researcher will draw conclusion and verification of the data. This activity is aimed to conclude of students' motivation in choosing English for Young Learner as an elective subject.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Research Finding

This chapter discusses the finding of the research entitled Difficulties Experienced In Online Learning English For Young Learner During Covid 19 Pandemic (A Case Study Of Student, Parent, And Teacher In SDIT Brilliant Batusangkar). The data was collected through interviews. The researcher found an interesting phenomenon about the difficulties experienced in online learning English for Young Learning during Covid-19 pandemic which faced by student, parent, and teacher.. The researcher came to the school to meet the teacher to conduct the interview. The informant also welcomed to the researcher. The researcher recorded the conversation by using phone and direct intrerview, January 22<sup>th</sup> 2022 to February 1<sup>st</sup> 2022

After the data collected, the researcher found there are eight problems that faced by English teachers in teaching English for difficulties students, they are: 1) Lack of media facilities, 2) Unfamiliarity with online learning, 3) Bad connection, 4) Lack of creativity, 5) Economical Problem, 6) Lack of managing time , 7) Environment problem, 8) Lack of focus

#### **1. Students Difficulties in Online Learning English For Young Learner During Covid-19 Pandemic**

There are some difficulties which faced by the students:

##### **a. Lack of media facilities**

There was one student who stated this problem:

I-3 said“...*Heboh speakernyo gai tu bisiak*”

**“...the speaker is noisy sometimes”**

**b. Bad connection**

There were some students stated this kind of problem:

I-4 said “...*jaringan buruak di kampung*”

**“...the connection sometimes is bad in my village”**

I-5 said “...*Yang partamo jaringan di kampung payah ,payah VC jaringan buruak,tuh awak daring*”

**“...The first is bad connection, it’s hard to do video call if the connection is bad”**

**c. Economical Problem**

There were some students stated this problem:

I-3 said“...*sudah itu kok paket habis piti ndak ado untuak mambali nyo do*”

**“...It’s difficult for me to buy data package because sometimes I don’t have any money to buy it”**

I-4 said“...*Kadang kadang paket habis,jaringan buruak di kampung*”

**“...sometimes the package runs out and the internet network is also bad”**

**d. Lack of managing time**

There were some student who stated this problem:

I-6 said “...*Sangah jam buek tugas,tu sangah jam lai di telvon samo liak video call liak,kadang baraja amuah sampai sangah anam*”

**“...Half an hour for the task, the half hours on telvon together back, video call again, sometimes learning sometimes up to half six**



**e. Environment problem**

There were some students who stated this problem:

I-3“ *...Diajaknyo dek kawan tu amuah jo wak nyo pai*”

**“...Sometimes I invited ny my friends friends to go play so I joined”**

I-4 said “*...Umpamo kawan sedang main game tu wak wak sedang video call tu tagaduah wak dek e,tu wak nio main game lo dek e*”

**“...When a friend plays the game next to us who is studying, then I am also stunnedto play**

**f. Lack of focus**

There were some students who stated this problem:

I-3 said“*...sudah itu tugas manumpuak kecek ustazah buek tugas tapi ndak wak buek do*”

**“...the task given is very much and I often don't make it”**

I-4 said“*...Kalau kesulitan blajar Bahasa Inggris darimg tu awak blajar ndak dapek pelajaran di awak do,awak pangana wak ka hp senyo*”

**“...I lost my focus to learning English because if I use smarphone my focus only to my smartphone not to the learning”**

**2. Teachers Difficulties in Online Learning English For Young Learner During Covid-19 Pandemic**

There are some difficulties which faced by the teachers:

**a. Lack of media facilities**

There was one teacher who stated this problem:

I-1 said “*...itu pun media yang dipakai untuk anak sekolah dasar hanya bisa menggunakan media sederhana seperti WA atau juga bisa menggunakan video/audio itupun agak susah anak anak ini*”

*menangkapnya karena untuk Bahasa Inggris anak-anak itu butuh dijelaskan”*

**“...even though the media used for elementary school children can only use simple media such as WA or can also use video / audio, it is rather difficult for children to catch it because for English children the children need to be explained”**

**b. Unfamiliarity With Online Learning**

There was one teacher who stated this problem:

*I-1 said “...permasalahan yang lainnya yaitu apa yang sudah direncanakan itu tidak sesuai dengan apa yang sudah direncanakan”*

**“...The other problem is what it has been planned is not in accordance with what has been planned”**

**c. Bad connection**

There were two teachers who stated this problem:

*I-1 said “...factor lain yang mempengaruhi untuk pembelajaran seperti jaringan dan sinyal, dan kadang nggak maksimal begitu”*

**“...Other factors that affect learning such as tissue and signals, and sometimes it's not maximal.”**

*I-2 said “...jaringan yang susah, ndak cuman jaringan guru urang tu pun kayak gitu “*

**“...It's about the difficulty of connection, this issue not only experienced by teachers but also parents”**

**d. Lack of Creativity**

There were two teachers who stated this problem:

*I-2 said “...Ini juga mungkin dikarenakan keterampilan saya yang kurang mahir dalam penggunaan media dan kurang menciptakan hal-hal yang baru yang bisa menarik siswa dalam pembelajaran.”*

**“...This may also be due to my skills that are less proficient in the use of media and less create new things that can attract students in learning**

I-1 said *“...yang pertama guru tu harus belajar lagi media agar ada inovasi dalam belajar”*

**“...The first Teacher must learn the media again so that there is innovation in learning”**

**e. Lack Of Managing Time**

There was one teacher who stated this problem:

I-2 said *“...kalau kelas virtual palingan ngatur jadwal nyo sat,kan kadang kami pakai zoom,kadang pakai video call jadi sorang sorang jadinyo”*

**“...If the virtual class is most difficult to set up a schedule, right sometimes we use zoom, sometimes using a video call to someone one study”**

**3. Parents Difficulties in Online Learning English For Young Learner During Covid-19 Pandemic**

There are some difficulties which faced by the parents:

**a. Lack of media facilities**

There was one parents who stated this problem:

I-8“ *...Kalau maraso kesulitan banyak,yang partamo fasilitas”*

**“...There are so many difficulty, but the most difficult problem is about the media”**

## **b. Unfamiliarity With Online Learning**

There were some parents who stated this difficulty:

I-7 said “...*Ndak nyaman nyo itu caro wak manyampaian k anak anak tu pak aa,kadang yo namo nyo anak anak nak,kalau ka urang tuo tu yo ndak do yang sarancak guru yang manarangan do* “

**“...The most difficulty thing is to teach the children. It is because they we as parent teach the children of course different from the way of teacher teach them “**

I-8 said “...*sudah tu materi yang diagiah guru banyak kami sebagai urang tuo ndak mangarati* “

**“...the material given by many teacher as parents we don't understand it”**

I-9 said “...*Aaa yo apo lai awak yang urang awam tu ndak mangarati mato pelajaran tu*”

**“...we as someone who related with field of teaching, of course we didn't understand about the material”**

## **c. Economical Problem**

There were some parents who stated this difficulty:

I-7“...*kendalanya yang namonyo ekonomi kan babeda beda nak,aa jadi dari segi mambali paket iyo agak tabarek saketek,itu lah mungkin kesulitan dari urang tuo pak*”

**“...The difficulty is about our economic, not all the peaple have good eaconomic. Sometimes it is hard for us to buy the data package”**

I-8“...*biaya mambali paket,mau tak mau paket harus ado tiok hari*”

**“...the dfficulty is the cost of buying the package, we must buy it everyday”**

#### **d. Environment problem**

There were some parents who stated this difficulty:

I-7“ *...kadang kalau model awak kan ado anak ketek bagai di rumah,jadi kadang ado di gaduahnya dek adiaknyo,kadang kok sadang baraja ko lah takana lo jo karajo”*

**“...I am a housewife who has children, sometimes disturbs her playing, sometimes I'm busy with homework”**

I-9 said“ *...Iyo kalo iko kan banyak ndak buek tugas ,apo lai nyo ngak ngarati samo tugas tu,jadi kan kurang paham samo mato pelajaran,tapi kalau di sekolahkan bisa lansuang di jalehan samo guru.jadi paham nyo kan,kalo di rumah nyo ndak ngarati jadi banyak maleh”*

**“...if you study at home with parents it's hard to understand learning, while with teachers at school it will easily understand the material”**

#### **e. Lack of focus**

There were some parents who stated this difficulty:

I-8 said“ *...anak kalau baraja di rumah,jo urang tuo banyak tingkah yang partamo ndak tapek waktu ndak disiplin”*

**“...Children if study at home with parents are hard to arrange inaccurately without discipline”**

I-9 said“ *...Kalau di uni lai ndak ado di gaduah do,paliang maleh ajo nyo buek tugas”*

**‘...I am not disturbing by the children, but the children lack of focus and make them too lazy to do the task”**

## **B. Discussion**

In this part of the research, the researcher discusses about difficulties experienced in online learning English for young learner during covid 19 pandemic (a case study of student parent, and teacher in SDIT Brilliant Batusangkar). There are eight problems that faced by the English teacher in teaching English for students with disability;: lack of media facilities, unfamiliarity with online learning, bad connection, lack of creativity, expensive data package, lack of managing time, environment problem, and lack of focus

First, lack of media facilities. The the informants acknowledged the difficulties of online learning is lack of facilities. The students, teachers, and parents stated that they have the problem about facility such as the smartphone and minimal of facility in learning in the house. It is as stated by Rahardja et al (2019) he stated that minimum facilities in online learning affected the teacher and also students and bring bad effect. It is a contrast with Suharti (2021) who stated that there are many application with many facilities that support online learning.

Second, unfamiliarity with online learning. he teachers and the parents were still unfamiliar with online learning. So, they still didn't know what to do to make learning activity become effective. It is also as stated by Fadhiilah (2020) that almost all of the people during pandemic are still not familiar with how to do online learning. Third, Bad connection. The researcher found that the difficulty which also occurred in online learning is about the connection. Almost all of the informant stated that they have connection problem. Based on the research which done by Afrinursalim (2021), he found that bad connection became one of the difficulty which faced by the students during pandemic.

Fourth, Lack of creativity. Most of the students said that they easy to got bored when they were studying online. It is because the teacher don't create something new that will make the students interested in learning. The teacher need to be more creative and innovative. It is opposite by

Irtadji (2014) that stated teacher must a skill to improve the students interest in online learning. But it is support by Risdamayanti (2021) which revealed most of the teachers didn't have creativity and innovation in online learning.

Fifth, Economical Problem. The students, the teachers, and the parents acknowledged that the cost of data package is expensive for them. It is because they consumed so much data package in online learning. It is as stated in the journal of Munir, Erlinda, & Afrinursalim (2021) that discovered most the students expressed their difficulty because the cost of data package. Sixth, lack of managing time. The teachers and the students stated that they have problem in managing time in online learnin during covid-19. It is because when were in home, they also sometimes need to do another work beside teaching and learning. It is also stated by Fajhriani N (2020), it is very difficult to managing time if we doing online learning because in the house we are not only doing learning but also sometimes doing something else.

Seventh, environment problem. The teachers, and the parents acknowledged that they have bad environment in doing online learning such as their environment is crowded, sometimes their friends disturbs them when in online learning. Marlana (2021) in her thesis stated that based on her research the environment where the students live really will give impact to their learning outcome especially in this pandemic era. If the environment good, the result will be good. If the environment bad, the result will be bad.

Lastly, lack of focus. The students and the parents stated that their difficulty was focus and motivation. The students was easy to lose their focus because the smartphone have many application. The parents stated that they have a problem to improve the students motivation. It is also in a line with the research of Munir et al (2021), it stated that most of the students during onine learning have the problem of focus because thet discracted by other application and game in their smartphone. In contrast,

Andiarna & Kusumawati (2020) who stated that the students and the teachers must have a good focus in online learning in order to understand the material in the learning.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

This chapter presented the important points of the whole discussion in this research about difficulties experienced by the students, teachers, and parents in online learning English for young learner during covid-19 pandemic in SDIT Brilliant Batusangkar.

Based on research findings, there are eight problem which the researcher discovered:

1. There are some difficulties which faced by the students in online learning English For Young Learner during covid-19 pandemic: lack of media facilities, bad connection, economical problem, lack of managing time, environment problem, and lack of focus.
2. The Teachers also had difficulties in online learning English For Young Learner during covid-19 pandemic: lack of media facilities, unfamiliarity with online learning, bad connection, lack of creativity, and lack of managing time.
3. There are several difficulties which faced by parents in online learning English For Young Learner during covid-19 pandemic: lack of media facilities, unfamiliarity with online learning, economical problem, environment problem, and lack of focus

#### **B. Suggestion**

Considering the conclusion above, the following ideas should be considered for:

1. The English Teachers of SDIT Brilliant

For the English teacher, the researcher suggest to create a suitable learning method, to develop teachers' skills in teaching and

classroom management and also re-design the strategies in teaching students in online learning

2. The Parents of Students

For the parents to the students, the researcher suggested that to be more give attention to the students to make sure that they are really focus to their learning

3. The Students of SDIT Brilliant Batusangkar

For the students, the researcher suggest to be more focus and gain motivation in doing learning because it is important for the learning outcome

4. The Next Researcher

For the next researcher, the researcher suggests to try investigated this study in other field such as in SMP, SMA, or University level to find the different result

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