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THE DILEMATIC ON-LINE ENGLISH LEARNING DURING THE COVID-19 PANDEMY IN RURAL AREA

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Abstract: The government has made a decision of COVID-19 pandemic through the Minister of Education and Culture Circular No. 4 dated 24 March 2010 concerning the Implementation of Education Policy in the Emergency Period of Corona Virus Disease (COVID-19), namely learning from home. The problems are English language skills and students' motivation. This study aims to describe English language skills and student motivation during the COVID-19 pandemic. The benefit is facilitating lecturers in online learning based on appropriate applications with students are in the rural area. This study uses a qualitative descriptive method by conducting the Monkey Survey application to collect and analyse data, it created and applied on May 29, 2020 and closed on May 31, 2020. After May 31, 2020 respondents could not open and fill out the questionnaire because the closed Application. The sample of this study was 35 students who studied English online by using different applications. The category is the education category and this application was modified on June 2, 2020. The result of his research is that online English Learning research during the COVID-19 pandemic is that the use of the WhatsApp, Facebook, YouTube and Google Classroom applications improve writing, listening and speaking skills and have no effect on reading skill, because reading skills can be improved by using the Schoology application. While the Schoology application cannot be used because of internet network limitations and quotas. Other findings are that online English language learning during the COVID-19 pandemic cannot increase student motivation.

Keywords: *English Skill, Motivation, COVID-19, Rural Area*

INTRODUCTION

In the beginning of December 2019, all of the media had reported the Corona-virus that had become a pandemic in Wuhan city of China. At that time, it was still confusing because there were no definitive causes and clear symptoms for sufferers. Then, all of national and international hospitals, even the WHO is trying to detect the causes, spread and treatment. Before all countries issued a policy on the spread of COVID-19, China had made a decision to prevent its transmission effectively by locking down the city of Wuhan and its surroundings on January 23, 2020 (MacIntyre, 2020) and followed by the other countries such as Indonesia.

A few months later, Indonesia made a decision on pandemic COVID-19 through the Minister of Education and Culture Circular No. 4 dated March 24, 2010 regarding the Implementation of Education Policy in the Emergency Period Spreading Corona Virus Disease

(COVID-19), which included the implementation of on-line teaching and learning activities (learning from home) (Syabibie, 2020). On March, almost all of countries made the decision to encourage teachers and educators to teach their students remotely and use digital devices in accordance with the character of the subject under the guidance of parents (TUAC Secretariat Briefing, 2020). The previous research of distance learning during the COVID-19 pandemic was conducted in South Africa found that Blended Learning using digital tools has been able to implement the existing curriculum system effectively in learning even though learning from home. But the unique problem is the geographical location of students who are still in the interior and the lack of required technological facilities (Mahaye, 2020).

The similarity of this research with the previous research is about the application of the curriculum system using digital devices. While, the difference is this research will analyze the extent to which the technology used has a positive impact on student's skills, knowledge and motivation after government policy of learning from home. When students learn from home, they absolutely need the main equipment, namely the availability of technology and their equipment for technical needs during distance learning (IESALC, 2020). Besides that, students who are not accustomed to use digital tools fully during the teaching and learning process, they will get psychologically impacts such as frustration, fatigue, restraint while studying at home using digital tools (Jeronimus, 2020), this also effects on the implementation of government policies of pandemic COVID-19.

The use of technology in distance learning is adjusted to the character of the course, because each English subjects require different media although they can also use the same media. Media that are often used by students are YouTube, Facebook and WhatsApp (Li, 2017) because these applications are used as a tool of communication in daily life and do not require a large memory space and there some lecturers who use the other applications such as zoom, google and schoology.

During the process of on-Line English learning, students have problems which are student English skill and motivation that cannot be directly and indirectly investigated by lecturers. Therefore, this study was conducted to describe the qualitative and descriptive data about the problem of learning from home after government policy of COVID-19.
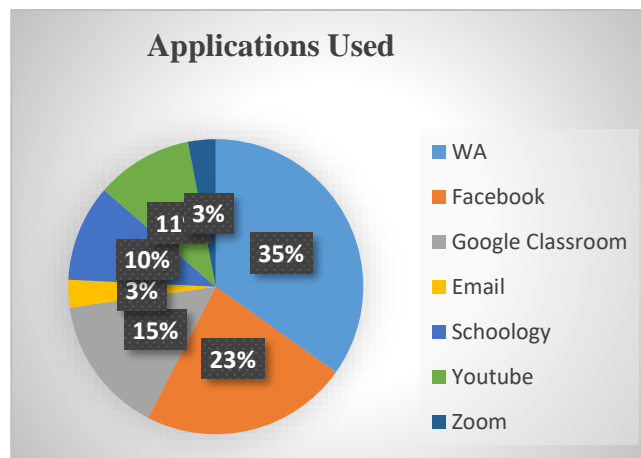
RESEARCH METHODOLOGY

This study used the Survey Monkey application to collect data by using 10 questions about online English learning during the COVID-19 Pandemic. The sample of this study was 35 students who studied English online using different applications and the majority of the sample lived in rural areas. This application is equipped with data analysis; the results of data analysis are presented in a descriptive qualitative.

This application was created and used to investigate the data on May 29, 2020 and was closed on May 31, 2020. After May 31, 2020 respondents could not open and fill out the questionnaire because of closed application. The Survey Monkey application category that researchers used was the education category and this application was modified on June 2, 2020. The data collection was carried out while the Pandemic COVID-19 was in progress and all learning was done at home in online learning.
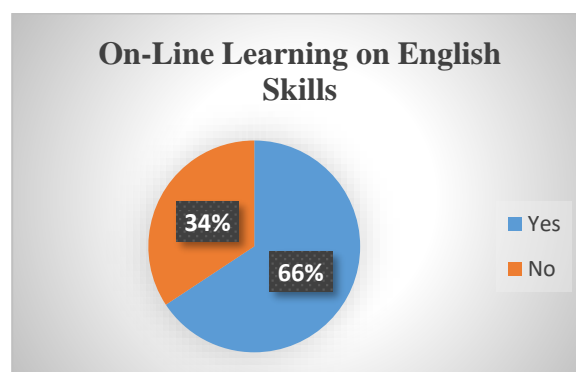
RESULT AND DISCUSSION

The data obtained from online English learning during the COVID-19 Pandemic shows that students have chosen 14 courses namely Basic Listening course, Eng. for Business, Intro to Paragraph Writing, Basic Speaking, Creative Writing, Essay Writing, Quant-Research, Phonetics and Phonology, Basic Grammar, Extensive Reading, Language Classroom Management, Processes, Linguistics, Intermediate Speaking by using various applications such as those in in the following chart.

Chart. 1

From the chart 1 shows that there are four applications most often used by lecturers and students in daily life, especially in learning. The average of the application users is more than 10%. *First*, WhatsApp (WA) with a percentage of 35%, *second* is Facebook with the percentage of users is 23%, *the third* is Google Classroom with a percentage of users is 15% and *the last* is YouTube users reach 11%.

It means, these applications are easy to use in online English learning, besides that, it also has some advantages that are more privacy, easy to create groups and able to improve writing and speaking skills especially in grammar and fluency aspects (Manan, 2017), it can be proven on the following chart 2,

Chart. 2

(Ríos J A, 2018) (Watkins J, 2011).

The Chart 2 answers the question "Can online learning improve your English skills and knowledge?" , there are 66% of students have felt the impact of learning English online by improving their English skills. From 14 courses, researchers found student notes that the most

felt improvement was writing, speaking and listening skills. The improvement in writing skills is also influenced by the assignment and feedback activities (Ríos J A, 2018) and listening for direct material and assignments through videos uploaded on the YouTube application (Watkins J, 2011). While students who answered "there was no increase in learning English online" reached 34% of students, this shows that there are some problems in online learning. These problems can be seen on the next chart 3.
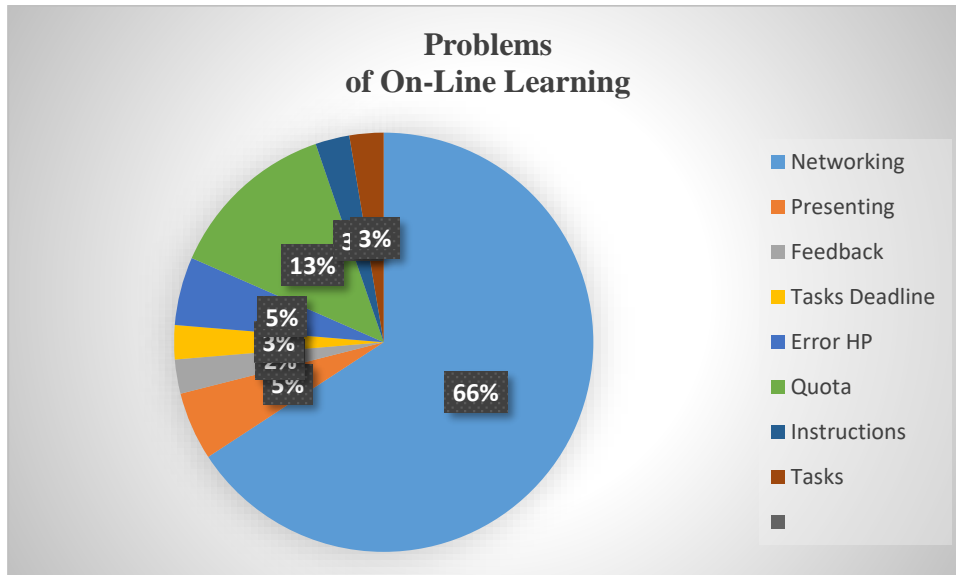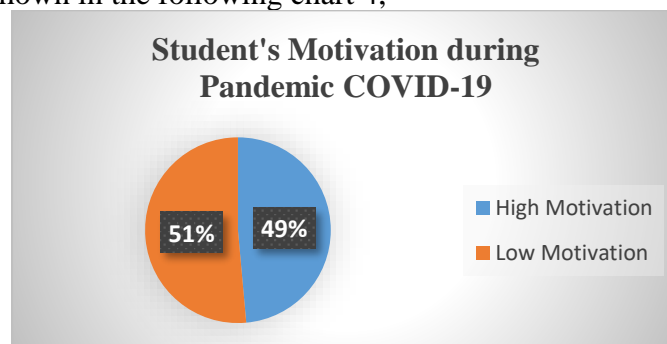

Chart. 3

The chart 3 shows that there are two main problems in learning English online. The most dominant problem is the internet connection (network) problem which is very weak, there are 66% of application users find it difficult to get internet access because the most of students are from rural areas. Students have difficulty in collecting assignments and using applications that are considered as a good and effective learning English tools but those cannot be used, such as Schoology and Zoom applications where the percentage of user is less than 10%. So, those applications have an impact on improving reading skills, because reading skills can be influenced by schoology application (Rama A N, 2018). The next problem is the internet quota, there are 13% of students having difficulty buying quota because their parents are affected by the COVID-19 pandemic such as they cannot sell to markets, cannot return to overseas and decreasing the level of community purchases. These impact are directly felt by students in learning English University environment (Reimers, Schleicher, Saavedra, & Tuominen, 2020).

The problems above have an impact on student motivation during online learning from home. This can be shown in the following chart 4,

This fact is contrary to the results of Byrd's research (2013) cited by Muhtia A (2018) who said that learning English online especially in the use of Schoology can increase learning motivation but from the 35 students turned out that 49% students had high motivation and 51% students had low motivation. It means, the impact of learning English online decrease the student motivation in learning during the COVID-19 pandemic.

CONCLUSION AND SUGGESTION

Conclusion

The findings of online English Learning research during the COVID-19 pandemic is that the use of the WhatsApp, Facebook, YouTube and Google Classroom applications can improve writing, listening and speaking skills and have no effect on reading skills, because reading skills can be improved by using the Schoology application. While the Schoology application cannot be used because of internet network limitations and quotas. The other findings are that online English language learning during the COVID-19 pandemic cannot increase student motivation.

Suggestion

This research has some weaknesses such as assessment in online English language learning during the COVID-19 pandemic, researcher suggests for further researcher to investigate secifically the assessment of online English learning in rural area.

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