

THE STUDENTS' DIFFICULTIES IN LEARNING ENGLISH DURING THE COVID PANDEMIC

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ABSTRACT

This study aims to find out the difficulties faced by students in learning English during the Covid pandemic at grade 7 SMPN 10 Padang. This is a descriptive research method that employs a quantitative approach. The subjects of this study were 7th grade students from SMPN 10 Padang, with the researcher selecting 54 individuals from 270 students. The researcher employed a questionnaire to collect the difficulties students had while studying English during the Covid pandemic in order to obtain the research data. The questionnaire was distributed by using Google Form that was distributed to students and instructors via WA. The findings of this study, Children struggle with learning English vocabulary, pronouncing words correctly, and comprehending grammar due to a number of internal and environmental factors. In SMP 10 Kota Padang, teachers used two strategies to help students who had trouble studying English during the Covid epidemic. These strategies included giving pupils immediate rewards to boost their enthusiasm to learn English and subsequently improve grades.

Keywords: *Students Difficulties, Learning, English, Covid Pandemic.*

A. INTRODUCTION

CoronaVirus Disease, better known as Covid-19, is a new type of coronavirus that attacks the human respiratory system. The disease was first identified in Wuhan, the capital of China's Hubei Province in Desember 2019, and since then began to spread throughout the world without exception. The Covid-19 pandemic is a heartbreaking problem for all inhabitants of the earth, All segments of human life on earth are disturbed without exception. Many countries have decided to close schools and universities, including Indonesia. This crisis really came suddenly, and governments in any part of the world must take a bitter decision, namely to close schools to reduce direct contact with people and to save lives.

The Covid-19 pandemic had a very big impact, which was closed around mid-march. Anita, Siti, Imelda & Katarina, states that The sudden learn-from-home mode enacted since 24 march 2020 due to the Covid-19 pandemic has forced all schools to shift into online learning with or no little preparation in terms of internet access, their capacity, and students' parents' readiness.

In Indonesia, many families are not familiar with doing school at home. Schools at home for families in Indonesia are a big surprise, especially for the productivity of parents who are usually busy with work outside the home. Likewise with the psychological problems of the students who are accustomed to learning face to face with their teacher and friend. And all elements of education in social life are affected by the Covid pandemic. Implementation of learning and teaching must take place online. This process runs on a scale that has never been measured and sampled because it has never happened before. It is not overlooked that the students in Indonesia find it difficult to learn, including learning English in SMPN 10 Padang.

Based on the background of the problems that have been unraveled, some specific conclusions can be drawn about the difficulties faced by grade 7 students in learning English during the covid pandemic at SMP 10 Padang. The condition of teachers in Padang who do not fully understand the use of technology, especially for teachers who were born in the 1970s. Information technology constraints limit the use of online media, and with students whose conditions are almost the same as teachers, what is meant by understanding the use of technology. and learning difficulties. Then when viewed from the student's perspective, students who question matters relating to applications that support learning, ranging from student complaints about the availability of capable gadgets or smartphones and can operate applications so that students do not understand the material presented by the English teacher. In addition, students of SMPN 10 Padang based on online learning only use Geschool and WA. Meanwhile, at Geschool they only provide subject matter that does not allow students to fully understand the material presented including all aspects of reading, speaking, listening, and writing.

This study aims to: (1) find out the difficulties that face by students in learning English during Covid pandemic at grade 7 SMPN 10 Padang. (2) find out the factors that make students difficulties in learning English during the Covid pandemic at grade 7 SMP N 10 Padang. (3) find out the efforts done by the teacher to prevent students difficulties in learning English during the covid pandemic at grade 7 SMPN 10 Padang.

1. Learning

a. Definition of Learning

In the whole process of education in advanced education, learning is the main exertion. This means that the success of an individual in achieving educational goals depends a lot on how learning can take place effectively. The learning is a process carried out by handing over education and training to students to achieve learning issues. Change as a result of the learning process can be proposed in various forms such as change in knowledge, understanding, attitudes and behavior, skills, skills and abilities, reaction power, acceptance and other aspects that exist in individual Studying.

Hilgrad and Gordon stated that learning refer to the change in a subject's behavior potential to a given situation brought about by the subject's repeated experience in that situation, provide that the behavior change can't be explained on the basis of the subject's native response tendencies, maturation, or temporary states (such as fatigue, drunkenness, driver, and so on).

According to Winkel, learning is an activity that goes on active interaction with the environment that produces a change in comprehension, skill and attitude. This change is constantly.

From the definition above, it can be concluded that learning results in a permanent change in behavioral tendency as a result of training or experience and getting knowledge of a subject or skill by study or instruction. So learning can be marked by some behavioral change.

Moreover, Piaget, J states that learning presents the opposite case. In general learning is provoked by situations provoked by a psychological experimenter or by a teacher, with respect to some didactic point, or by an external situation. It is provoked, in general, as opposed to spontaneous. In addition, it is a limited process limited to a single problem, or to a single structure.

Furthermore, Jorg,Davis & Nickmans, learning is associated with test or achievement score, some demonstrable outcome or some measure of cognitive ability or scholastic aptitude. From several sources that discuss learning, there are some similarities in substance about learning. This is basically a change in behavior (knowledge, attitude, skills) as a result of interaction between students and the learning environment.

Based on the definition of learning mentioned above, teaching is basically an activity to manage the learning environment in order to interact with students to active learning objectives. The learning objectives are behavioral change (knowledge, attitude, skills). The understanding of teaching is based on the nation of learning that has been explained previously , namely the change in behavior resulting from interactions with the learning.

Therefore, the instructor is managing the learning environment for the learning process to take place. From the understanding of learning and teaching. Then if put together into “learning”. It means that it is a process of interaction activities between students and the learning environment to achieve learning objectives.

b. Learning English

English is one of the international languages, widely used and studied all over the world. Nowadays, English has been important in international interaction. There are many aspects, such as: education, economy, and politics.

Mastering an international language is something that needs to be developed at this time. By establishing Indonesia as a member of the AEC (ASEAN Economic Community). Then it is fitting for the nation's generation to advance in terms of science and technology that is supported by the mastery of good and correct language of instruction. English is an important international language that can connect people with the world in various aspects including aspects of education. This has been demonstrated by government regulations that make English a compulsory subject for students to study from elementary school to senior high school level.

According to Brumfit English is an international language that is the most widespread medium of international communication. As an international language, English is used as a means of communication between nations that have different languages. First language differences will not prevent people from communicating like English. English is one of the communication tools used both orally and in writing. English is an foreign language that is often used in Indonesia and has been taught in schools.

English is seen in terms that fits its current role in the world, according to Hornby, stating that “English is the language of the English, now spoken in many countries and used as a language of international communication throughout the world” because English is the native language of the United Kingdom.

English is the Mexican's everyday life as mentioned before, English is used daily in communication. It is impossible to spend one day in Mexico without learning English on the TV, reading it in the newspapers and advertisements, or seeing it on business shop windows.

Based on theories and explanations about the nature of English above the researcher concludes that language has a very important role in human life, language is one of the factors supporting the inter winning of communication between humans that brings a lot of impact changes in the development to human life.

c. Learning English During Covid Pandemic (Online)

The 2019-20 crown infection pandemic is a ceaseless pandemic of corona infection ailment 2019 (Covid-19) realized by a corona infection (SARS, CoV-2). The flare-up was recognized in Wuhan, China, in December 2019. However, because of initial mishandling by multilateral bodies like WHO, people were allowed to travel globally which led to spreading of the Covid-19 across the world, thus causing a pandemic of epic proportions.

Clinical confinement of every single affirmed case, followed by home isolation of the contacts is continuous. Without an intercession, all things

considered, there will be all the more genuinely sick individuals than we have the assets to think about. We can't impact the organic properties of the infection; however, we can change the measure of contact we have with one another by maintaining social distance. The need of social distancing gave rise to the concept of “working from home concept (WFH)” for corporations for keeping alive the working spirit of the employees. Work from home (WFH) is where individuals can do their job from home through massive use of digital platforms.

The covid-19 has not just brought the major effect on the health of the humans all around the world, in other hand has majorly brought in many changes. One of the impacts experienced was as explained by Meenakashi and Neha, stating that Covid-19 pandemic forced everyone to stay at home. Children are not going to school. Working individuals have to manage their work space at home if more than one individual is working from the same home. Though work from home is more challenging when it comes to time management and maintaining a balance mentally and physically while performing each and every task related to household chores and workplace amicably and peacefully.

From all the explanations above, we can conclude that there are many impacts and difficulties experienced during the COVID-19 pandemic, both mental health in the world and education elements.

Mohamed Ally states that online learning is the process of the internet to access learning materials, to interact with the content, instructor, and other learners and to obtain support during the learning process, in order to acquire knowledge, to construct personal meaning, and grow from the learning experience.

In online learning technology all teaching and learning processes that are normally done in the classroom are done live but virtual means at the same time a teacher teaches in front of a computer in one place, while students follow the lesson from other computers in different places. Course material can be obtained free of charge in the form assignments or discussions can be done intensively in the form discussion forums and emails.

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

2. Learning Difficulties

a. Definition of Learning Difficulties

Difficulty in learning corresponds to two words, they're difficulty and learning. Before explaining about the meaning of difficulties in learning, the researcher needs to explain about the description of difficulty and learning itself.

According to Subini difficulty means hardship, worry, situation or condition, and something that is complicated. Difficulty is a condition that displays obstacles characteristic in activity for getting the goal and need a good effort to solve the difficulties.

According to Dalyono in Subini explained that difficulty in learning is a situation which brings on students who can't learn as they are. According to Sabri, difficulty in learning is identical with student hardship in receiving lessons in school. Burton said that students get difficulty in learning if they can't achieve success in a certain time. Students can't create task development and can't achieve material mastery.

From the definition above it can be concluded that difficulty in learning is a kind of disturbance in observation or listening, speaking, reading, writing, and accounting because of the individual internal factor itself, that is brain minimum dysfunction. A very general term, commonly used and without much specificity, is for students with learning disabilities.

b. Kinds of Learning Difficulties

In learning English as a foreign language, students are required to be able to master four language skills: listening and reading as receptive skills, while reading and speaking are productive skills. Often people say that only by mastering speaking, that person can be said to be proficient in the language. This is not entirely true. written language is also important to master. For example, when we open the Internet and If you want to respond to emails, of course you need careful reading skills along with the ability to write with the correct language structure so that they can give the appropriate answer. In addition, Megawati stated there are three elements of language that play an important role in supporting the four skills, namely pronunciation, vocabulary, and grammar; this has always been a difficulty for students to learn English.

Pronunciation is very important in vocabulary development because it involves the distinction between sounds that combine to form words. If a student is used to mispronouncing a word, there is a tendency for him to not give clear information (Sofiyanti, 2014). Vocabulary, the more vocabulary mastered by students, the easier it is to learn English. Vocabulary in learning Language, including English, is one of the important things to master (Herlina, 2015). Grammar (language structure) is the rules for arranging language elements into one patterned language. Each region has a different language

structure, this affects students in learning English because before they were already accustomed to their respective regional languages. Mastery of linguistic structures will make it easier for students to learn English, especially in stringing words into sentences.

c. Factors that make learning Difficulties

Learning difficulties are not only experienced by students with low abilities but also students with average (normal) abilities and even students with high abilities. This is caused by certain factors that hinder the achievement of academic performance in accordance with expectations. According to Muhibbin Shah the factors that cause learning difficulties include:

1) Student Internal Factor

Students' internal factors include students' psycho-physical disorders or disabilities, namely:

- a) Cognitive in nature (the realm of creativity), such as the low intellectual capacity / intelligence of students.
- b) Affective (the realm of taste), among others, such as unstable emotions and attitudes.
- c) Psychomotor (intentional realm), such as the insured senses of sight and hearing.

2) Student external factors

Student external factors include all situations and environmental conditions that do not support student learning activities. These factors can be divided into three types, namely:

- a) Family environment, for example: disharmony in the relationship between father and mother, and the low economic life of the family.
- b) Village/community environment, for example: slum area, and naughty playmates.
- c) School environment, for example: poor condition and location of school buildings such as near the market, teacher conditions and low-quality learning tools.

Twomey in Westwood suggests that there are three views on learning disabilities and their root causes, each of which focuses on very different variables and highlights different student characteristics. These perspectives are referred to as (a) the deficit model, (b) the inefficient learner model, and (c) the environment factors model.

It is believed that learning disabilities are triggered by cognitive and perceptual impairment within the student under the deficit model. Such suspected cognitive deficits include below average intelligence, impaired task

concentration, difficulty in visual and auditory processing, inadequate memory ability, and limited awareness of the complex language used in educational contexts. In addition, under the deficit model, disadvantages in the students' cultural or home background, such as dysfunctional family situations, Issues related to English as a second language, low standards, lack of care, health problems and poverty can also lead to learning difficulties.

The inefficient learner perspective does not concentrate on such shortcomings, but assumes that the learning issue is due to an individual not systematically approaching school learning, in other words, the person has not discovered how to learn effectively in school. This model is a more positive intervention viewpoint because empirical evidence from strategy training studies shows that it is possible to teach students to be more successful learners.

The third perspective considers that learning difficulties are due mainly to environmental influences, the most significant of which is the quality and appropriateness of the teaching that an individual receives. Elksnin even describes the large group of students with non-specific difficulties as casualties of the general education curriculum. It includes teaching methods used by the instructor. From the definition above it can be concluded that difficulty in learning is a kind of disturbance in observation or listening, speaking, reading, writing, and accounting because of the individual internal factor itself, that is brain minimum dysfunction.

While Brown added that there are also some variables influencing the student's abilities in learning a second language, He defined it into two facets of affective domain of second language acquisition. The first of these is the intrinsic side. This is the internal factor that comes within a person in learning a language. Furthermore, the second facet is the extrinsic factors. These are the factors which arrive from sociocultural variables around the learners. It socially requires learners to learn a second language along with culture. Finally, the lack of consideration and ignoring both of the factors in teaching will challenge those EFL/ESL learners when they are learning and students may experience serious learning difficulties and leave them behind frustrated or discouraged with school, and learning more slowly.

d. Effort to Prevent Students difficulties

Suryani stated that the treatment given to the case of children with learning difficulties depends on the results of a comprehensive examination of the work team. First handling given to children with learning difficulties In this case the child will get a direct reward if he can fulfill a task or responsibility or a certain positive behavior. With this direct reward and warning, it is hoped that the child will be able to control unwanted negative behavior, both at school and at home.

Management in the field of Education In this case the most effective therapy is remedial therapy, namely direct guidance by teachers who are trained in dealing with learning difficulties of children. They also train children to be able to learn well with certain learning techniques (according to the type of learning difficulties faced by children) which are very useful for children with learning difficulties.

Mastering several theories will enrich the methods used by the teacher, making it easier for teachers to form several variations of learning that can improve students' learning principles must also be of concern to teachers. Some of the learning principles that must be mastered include:

1) Principles of Attention and Motivation

Konul Memmedova, states that In educational perspective motivation is students willingness, need, desire, and compulsion to participate in, and be successful in, the learning process particularly with respect to students, motivation academic achievement is of great importance. The teacher's attention to students is a major factor in the success of learning, whatever form of teacher's attention as long as it is still in an educational situation can encourage and increase students' motivation.

2) Activeness Principle

Activeness in learning is an important and fundamental thing that must be understood, realized and developed by every teacher in the learning process and this of course must be applied to students so that their involvement in learning is optimal. Both intellectually, emotionally and physically if needed. The implications of the activeness or activities for teachers in the learning process are;

- Provide opportunities, the widest possible opportunities, the widest possible opportunity for students to be creative in the learning process.
- Give the opportunity to make observations or experiments Individual and group assignment members through teacher control.
- Give verbal and non-verbal praise to students who provide responses or responses to the questions asked.
- Using multi method and multi in the learning process.

3) Principle of Direct Engagement

Student's direct involvement in the learning process is not only active in listening, observing and following, but students are directly in carrying out the experiment. The implication of the principle of activeness or activities for teacher in the learning process are;

- Provide opportunities, the widest possible opportunity for students to be creative in the learning process.

- Given the opportunity to make observations or experiments.
- Giving individual and group assignments through teacher control.
- Give verbal and non verbal praise to students who respond or respond to questions asked. Using multi methods and multimedia In the learning process.

B. METHODOLOGY

1. Research Design

The method of this research was a descriptive method, using a quantitative approach, and Hadi stated that in this method only describing the situation or condition of the object/phenomenon without a view to take some conclusions generally. Prasetyo and Jannah stated that descriptive research does give a detailed image about the phenomenon. The aim of descriptive research is to make systematic description, factual, and accurate about fact and the characteristic of population. In other words, descriptive quantifiers have to organize and analyze the numeric data, in order to provide a view regularly, concise, and clear about a phenomenon or event.

Based on the definition and descriptions above the researcher conducted descriptive research to know the phenomenon and fact of the students' difficulties in learning English during the Covid Pandemic with collecting and accumulating the basic data in a description way. It means to make a description about the difficulties of learning English at junior high school so this research emphasizes on trying to find out the students' difficulties in learning English during Covid Pandemic.

2. Population, Sampling and Sample

a. Population

Population stated by Prasetyo and Jannah is all of phenomenon that would like to research. Sugiyono stated that population is the generalization of a region that consists of objects/subjects that have quality and characteristics set by the researcher to study and then make it in conclusion. So in this research, the population is the seventh grade junior high school 10 Padang. The population of this research is 270 students.

b. Sampling

Sampling stated by Arikunto is the way used to take samples. In this research the researcher uses probability sampling. Sugiyono stated that probability sampling is a technique to take samples that give the same opportunity for every element (member) of the population to choose. There are kinds of probability sampling that are simple random sampling, proportionate

stratified random sampling, disproportionate stratified random sampling, cluster sampling (area sampling).

In this research the researcher used proportionate stratified random sampling. The reason for using this technique is because the population is all of seventh graders in junior high school and each school has a different amount of classes. So in order that the sample becomes representative, take from each class with the same proportion. The reason to take this way is simple enough and fair.

c. Sample

The population of all VII class in junior high schools 10 Padang is 270 students. In SMPN 10 Padang class servants have 9 classes. To take the sample according to Arikunto, if the subject is less than 100 people are suggested to take all of the subjects. But if the subject is more than 100 people can take 10-15%, and 20-25% or more. From those population take 20% from the population, so the amount of the sample is $20\% \times 270 \text{ students} = 54 \text{ students}$. Because each class has a different amount so researchers divided it $54:9 = 6 \text{ students}$. Below is the table of the sample used in the research.

3. Instrument of the Research

In this study, The instrument that will be use in this research are Questionnaire and Interview as follows;

a. Questionnaire

Questionnaire is a useful option to consider when conducting a postal survey. They can be cheaper than personal interviewing and quicker it the sample is large and widely dispersed. The questionnaire method used to find the response from the teacher about what make students do not understand and get difficulties in learning English and response students about learning in english during Covid pandemic that not allow them to go to school. The researcher collected the data by using google form that will compose twenty fifth statements for the respondents to answer. The reasons for the researcher use a questionnaire in this study because researcher can get a picture in accordance with what happened through the answers of the respondents and have an advantages in its use and in each statement has five alternative answer options which categorized as follows;

- a. Strongly Agree
- b. Agree
- c. Normal
- d. Disagree
- e. Strongly Disagree

The Questionnaire given to students through a google form, distributed by the English teacher to the classes they teach, through WhatsApp group Class. The questionnaire was arranged by scale and score. Strongly agree will be given a score of 1, agree will be given a score of 2, will be given score of 3, disagree will be given a score of 4, and strongly disagree will be given a score of 5.

There are various types of questionnaires that can be used in conducting a study. The questionnaire that was used by the researcher in this study is an open and closed questionnaire.

- a. Open questionnaire, which gives respondents the opportunity to answer in their own sentence.
- b. Closed questionnaire, which has provided the answer so what respondents just have to choose.

Arikunto explains the advantages of using a questionnaire, they are:

- a. Does not require the presence of a researcher.
- b. Can be shared simultaneously with many respondents.
- c. Can be answered by respondents according to their respective speed, and according to the respondents free time.
- d. Can be made anonymous so that respondents are free to be honest and not shy about answering.
- e. Can be made standardized so that all respondents can be asked the same questions.

4. Technique Data Analysis

After data is collected, the researcher will analyze the data. In this Research the researcher uses quantitative data analysis. According to Hadi Quantitative data analysis involves data in the form of numerals. The researcher will analyze the ordinal data to find out about the students difficulties in learning English during the Covid-19 Pandemic.

In order to analyze the data, the researcher will use computer software for statistical analysis which is Microsoft Excel to calculate the result in the form of percentage.

$$P = \frac{F}{N} \times 100 \%$$

Where: P : the problem percentage

F : the frequency (number of students fulfilling the questioner).

N : Total number of students.

After all, the researcher will make a conclusion that is related to the theory.

C. FINDING AND DISCUSSION

1. Finding

In this chapter, the researcher elaborated on the finding about the student difficulties in learning English during the covid pandemic. The purpose of this research is to know the difficulties faced by students in learning English during Covid pandemic at Junior High School 10 Padang.

The researcher took 9 classes as the population and 54 students as samples which were chosen randomly for analysis. Data collection in this study used a questionnaire whose contents were adaptations. In this questionnaire there are 25 questions about students' difficulties in learning English during Covid pandemic. The data is shown below:

Table 1. Data of Questionnaire

NO.	Statement	Likert Scale				
		1	2	3	4	5
1.	English lessons are boring lessons, especially during the Covid pandemic	1	10	17	15	11
2.	I often face difficulties in learning English during the Covid pandemic	0	5	4	33	12
3.	English teachers do not use varied methods they only used ge school and WA in learning English during the Covid pandemic	0	2	9	32	11
4.	English teachers do not help and guide if students have difficulty learning English during the Covid pandemic	0	5	4	25	20
5.	English teachers often give assignments or homework that have not been studied	1	9	12	20	12
6.	I am bored repeat the English lessons that the teacher has given me at home	0	6	4	35	9
7.	During the Covid pandemic, the teacher provides remedial if the English score is not complete	0	4	5	33	12
8.	English teachers give rewards or prizes if students are able to complete the given task.	0	2	6	32	14

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9.	I get difficulties in listening lesson in the process of learning English during the Covid pandemic	2	6	8	26	12
10.	I find it difficult to learn vocabulary in learning English during the Covid pandemic	0	7	9	29	9
11.	I find it difficult to learn English pronunciation, especially learning during the Covid pandemic	0	6	2	36	10
12.	Learning grammar in English is a difficult subject for me	1	4	10	28	11
13.	I find it difficult to concentrate on learning English at home because I feel pressured to study alone, especially during the Covid pandemic	0	4	8	31	11
14.	I feel tired easily when learning English especially during the Covid pandemic	1	7	10	25	11
15.	I have difficulty seeing the writing on the electronic devices used during learning during the Covid pandemic	0	8	15	23	8
16.	I have a hard time learning to stay calm at home, especially during the Covid pandemic	1	13	11	22	7
17.	I'm more interested in studying at home than at school, especially during the Covid pandemic	5	24	5	15	5
18.	My parents don't accompanied me while studying English at home during the Covid pandemic	2	7	3	31	11
19.	Friends at home invite me to play online continuously, especially because of the Covid pandemic	4	17	12	17	6
20.	I rarely study with friends at home during the covid pandemic	1	8	14	23	8
21.	The community in my home environment absence of students study hours, especially during the Covid pandemic.	1	4	8	33	8

22.	I feel that schools don't play a full role in supporting learning, especially with online learning during the Covid pandemic	0	2	12	29	11
23.	I feel afraid to talk to the teacher	1	20	12	17	4
24.	I feel lazy to learn something difficult	5	13	7	21	8
25.	I had a fight with my brother at home for sharing electronic devices while studying during the covid pandemic	6	27	9	10	2
Total		33	222	219	645	248

The results of research that has been carried out regarding the difficulties in learning English faced by students during the COVID pandemic at SMPN 10 Padang are distinguished due to two factors, namely:

1. Internal factors consisting of students' psychophysical disorders:
 - a. cognitive in nature, in the form of the low intellectual capacity and low intelligence of students.
 - b. affective, as in volatile emotions and attitudes
 - c. Psychomotor in nature, such as the insured senses of sight and hearing.

2. External factors consisting of:

- a. The family setting

Several factors that contribute to learning difficulties in the family environment are the lack of harmonious relationships between children and their parents and the weakness of the family economy, as indicated by the provision of electronic devices to support student learning from home.

- b. Community setting

Some of the factors that cause learning difficulties in the community are the conditions of the community environment that are less supportive, such as the absence of enacted student study hours and friends who are more concerned with playing than studying.

- c. The school setting

The school environment plays an important role in the student learning process, but with changes in regulations that require students to study from home, of course, the school environment is slightly more participatory to support student learning.

The factors that cause students' learning difficulties in learning English during the COVID pandemic at SMPN 10 Padang include:

1. Internal factors consist of:
 - a. Cognitive

1) a lack of intellectual capacity

For the low intellectual capacity, this is supported by a statement where students feel learning English is boring learning. Fifteen students agree that they feel bored with learning English, especially with the COVID pandemic conditions. This is also supported by 17 students stating they quite agree, so they chose normal, and 11 respondents strongly agree. However, there were 10 students who answered that they did not agree, and 1 person stated that they strongly disagreed.

2) Students' low intelligence

33 respondents agreed with the statement, which revealed that students often face difficulties in learning English, especially during the COVID pandemic. This is supported by 12 students who answered strongly agree and 4 people who answered quite agree, so they chose normal. However, there are five people who disagree.

b. Affective

1) The volatile emotions

For the unstable emotion, supported by statements that students find it difficult to concentrate on studying because they feel pressured by always studying from home because of the COVID pandemic, 31 students answered agree, supported by 11 people saying they agreed and 8 students answering quite agree. However, there are still four people who do not agree.

2) Tiredness makes it difficult to study.

Being too lazy to study is the cause of students' having difficulty learning and also affects their learning achievement. It can be seen from the data that 25 respondents agree that they get tired easily when learning English because of the COVID pandemic. and supported by 11 people who answered "agree" and 10 people who answered "quite agree." However, there are still 7 people who disagree, and 1 person strongly disagrees.

c. Psychomotor

1) vision and hearing impairment

For students with an impaired sense of sight and hearing, it is a factor that causes students to have difficulty in learning and also affects student learning achievement. It can be seen from the data that 23 respondents agreed with statements that students have difficulties seeing the writing on the electronic device used during learning English. supported by 8 people who answered strongly agree and 15 people who answered quite agree, so they chose normal on the option. On the other hand, there were eight students who did not agree with the statement.

2. External factors consist of:

a. family environment

1) A less harmonious relationship exists between children and their parents.

For the lack of harmony in the relationship between parents and children, it is marked by no parental interest in helping children learn English from home. This is in accordance with statement number 18. From the data obtained, 31 students answered agree with the statement, supported by 11 people who answered strongly agree and 3 people who answered disagree. On the other hand, 7 students answered disagree and, supported by 2 others, answered strongly disagree.

2) Weakness in the family economy

The weakness of the family economy is mainly based on the conditions of the COVID pandemic, in which some of the livelihoods of parents of students were forced to stop due to complying with health protocols, and this was one of the causes of the weak family economy. Based on this, it is closely related to the statement that students fight with their siblings at home because they share electronic devices that support online learning of English during the COVID pandemic. From the data obtained, there are at least 10 people who answered agree and are supported by 9 people who quite agree, so they chose normal, and 2 people answered strongly agree. But on the other hand, 27 students answered disagree and, supported by six people, answered strongly disagree.

b. Community environment

1) The absence of student study hours at home

The implementation of student study hours is certainly one of the factors that underlies and supports students in overcoming their learning difficulties in English. In accordance with the data obtained, 33 students agreed with the statement that in their environment there was no application of student learning hours. This was supported by 8 respondents who answered strongly agree and 8 others who answered quite agree. But on the other hand, there are 4 respondents who disagree, and 1 person strongly disagrees.

2) Pals who are more interested in playing than in studying.

Of course, for friends who are more concerned with playing than studying, this is an indication that students are surrounded by people who don't want to learn and are concerned with playing. Of course, this is one of the factors that causes students' difficulties in learning English, especially during the COVID pandemic. From the results of the study, it was found that 17 students agreed with the statement that friends around the house invited them to play continuously, especially during the COVID pandemic. This is supported by 12 people who answered quite agree, so they chose normal, and 6 people who answered

strongly agree. However, there were 17 students who answered disagree, and 4 people strongly disagreed.

c. School environment

1) The teacher's attention to students

For the teacher's attention to students is a factor that students experience difficulties in learning English. From the statement, English teachers do not help and guide if students have difficulties in learning English during the COVID pandemic. There are 25 students who agree and a further 20 students who strongly agree with this. On the other hand, five students disagree with the statement.

2) Teacher-student relationship

It is a factor in the teacher-student relationship that students experience difficulties in learning English. This can be seen in the statements of students who said they agreed they were afraid to talk to the teacher. As many as 17 people agreed, supported by 12 people answering quite agree and 4 people answering strongly agree. But on the other hand, 20 students answered they did not agree, supported by 1 person saying strongly disagree.

3) How is the teacher teaching English?

For how the teacher teaches English, it is a factor that students experience difficulties in learning English, including the use of varied methods and multimedia in learning English during the COVID pandemic. In accordance with the data obtained, students agree with the statement that the teacher does not use varied teaching methods, only focused on Ge-school and WA. 32 answered agree and supported 11 people strongly agreed, and 9 people quite agreed. However, there were 2 students who did not agree.

Based on theoretical studies and study findings about student learning difficulties in learning English during the COVID pandemic, there are similar results, so the results of this study are relevant to the theoretical studies that have been discussed previously.

The results of the research on the efforts made by teachers in overcoming students' learning difficulties in English during the COVID pandemic at SMP 10 Padang City are as follows:

a. Students will get direct prizes.

To present direct prizes given by teachers to students who get the best grades, actively participate, or do assignments on time during online learning during the COVID pandemic in order to increase students' motivation to learn English. Of the 54 respondents, 32 answered that they agreed that they received a direct gift from the English teacher.

b. Repair teaching

For teaching, improvements are often carried out by teachers with the aim of helping students achieve learning outcomes in accordance with learning objectives. Of the 54 students, 18 said that they often received improved teaching from their English teachers.

c. The use of various methods and multimedia in learning

for the use of various methods and multimedia used in learning English during the COVID pandemic. 59.3% of students answered that they agreed that English teachers did not use varied teaching and multimedia methods during online learning during the COVID pandemic.

d. Giving individual and group assignments controlled by the teacher

To present individual and group assignments controlled by the teacher. 37% of students agreed with the statement that they were given individual and group assignments but were not guided, even though the assignments given were not related to the material being studied.

e. Give students the opportunity to observe and experiment.

To provide opportunities for students to observe and experiment in order to increase their knowledge of English. Of the 54 students, 25 students responded positively by agreeing that the English teacher gave students the opportunity to observe and experiment.

Based on the theory about efforts to overcome learning difficulties with the findings of studies in the field, there are results that are less relevant where, according to the study, there are 5 kinds of approach while the study has 3 kinds. This is because for the third attempt at the use of various methods and multimedia, the teacher only uses Geschool and Wa. For the fourth effort, the teacher gives assignments that have not been studied at all by the students.

The experience experienced by students has been known and the various efforts made by the teacher can also be known. Then the learning difficulties experienced by students can be overcome by the teacher and there is an increase in satisfactory learning achievement for all parties, especially students and teachers.

3. Discussion

In this study researcher were able to analyze the information collected in the field according to the formulation of the problem and then with existing theories about student difficulties while learning English during the COVID pandemic. The researcher gave a questionnaire to the students and took a random sample of 54 students in class 7, which contained 25 statements about students' difficulties in learning English. The data shows that most of the respondents (57%) agree that the data shows that students face difficulties in learning vocabulary, pronunciation, and grammar. It can be said that students have difficulty mastering pronunciation and grammar, especially in online learning during the COVID pandemic. Students in

learning English, especially in mastering vocabulary, pronunciation, and grammar as described by Megawati, face the same challenges as students of SMP 10 Padang, but they are slightly different in that for many students it is most difficult to pronounce English.

The results obtained by the researchers are relevant to the first study conducted by Elsa Dewi Sultra and Baharudin, who analyzed the difficulties of students in learning English at SMA Negeri 1 Batauga. In their research, they found that students' English learning outcomes were low due to the low motivation and willingness of students to learn English, which had an impact on students' English skills, especially in mastering vocabulary and grammar. However, it is slightly different from the results of the researchers, namely in the relevance of this first study, it explains that there are no environmental factors that affect English language skills, while the researchers found in the field that students at SMP 10 Padang's environment greatly affect students' language skills.

The second study is not relevant to the research study because in the study conducted by James B.Wold, which discussed the difficulties in learning English as a second language, it was revealed that students whose first language and second language did not use non-alphabetic patterns had never been taught a rule system. which will affect their motivation to attend English class and will certainly prevent them from becoming proficient in English.

The third study is to examine students' difficulties in learning English at MTS Nurul Falah Cimahi. In conclusion, the most important role in causing students' learning difficulties in English comes from external students, namely those from their family, community, and environment. Then in the fourth study of this thesis entitled the analysis of students' difficulties in learning English in elementary schools, the conclusion revealed that out of 22 students, 16 found difficulties in English subjects, which became a factor in students' difficulties in learning English came from internal factors and other factors. external and internal factors in the form of lack of motivation and willingness of students to learn English subjects. Meanwhile, due to external factors, teachers do not use teaching aids, and the methods used are less varied and not innovative.

The fifth study came from a study written by Yustinus Budi Hartono and Veronika Agustini Srimulyani entitled "The Challenges of Online Learning during the COVID-19 Pandemic." In his research, he revealed that online learning during the COVID-19 pandemic had to adapt to online learning methods. This would be a challenge for education in Indonesia, including students. In full, the success of online learning depends on whether the components such as students, teachers, learning resources, and the technology used are all in good condition. This research is slightly related to what researchers found in the field of external factors affecting students that affect difficulties, one of which is that good learning will affect student

difficulties, such as good teachers who use various teaching methods and learning media will minimize student difficulties.

Every student does not encounter difficulties in learning, but students want each of their learning outcomes to be to get good or satisfactory grades for all subjects taught at school, which students get if they do not encounter difficulties in learning. Diligent things happen if not by studying. Each individual has differences that have been carried over since. These differences include talents, interests, personality, attitudes, study habits, intelligence levels, and so on. Unsatisfactory learning achievement can be an indication of students' having learning difficulties. Learning outcomes are very important and depend on what is learned, how the methods and multimedia are used in the learning process, and the factors that influence the learning process, including the family environment. The necessity of learning from home makes the family environment a very important role in improving student learning outcomes and overcoming the difficulties faced by students in learning English. Many students who choose to agree with the statement about students who find it difficult to concentrate while studying at home for several reasons in the family environment.

D. CONCLUSIONS

This study describes the difficulties of students in learning English during the COVID pandemic. This study was conducted to find out what the difficulties are faced by students in learning English, what factors make students face difficulties, and what efforts made by the teacher to prevent students' difficulties, especially during the COVID pandemic.

Based on the findings of this study, students often encounter difficulties in mastering English vocabulary, difficulties in pronouncing words, and difficulties in understanding grammar. It is because of several factors. It can be seen from internal and external factors such as the low intellectual capacity, low intelligence, unstable emotions, unstable attitudes, the insured senses of sight, the family environment, community environment, and school environment. All of these factors contributed to making students face difficulties in learning English during the COVID pandemic.

Based on the theory about efforts to overcome learning difficulties with research findings in the field, there are 2 ways that were done by the teachers to overcome students' English learning difficulties during the COVID pandemic in SMP 10 Padang, including giving direct rewards to students to increase students' motivation to learn English and then making improvements in grades, in this case in the form of remedial.

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