

**A FACTOR ANALYTIC OF STUDENTS' BARRIERS TO  
ONLINE LEARNING DURING PANDEMIC COVID-19 AT  
ENGLISH LANGUAGE EDUCATION OF FKIP UIR**

**A THESIS**

*Thesis Submitted in Partial Fulfillment Requirements for the Degree Sarjana of  
Education in English Study Program*



**PUTRI WAHYUNI WIDIA SARI**  
**NPM 176311069**

**ENGLISH LANGUAGE EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM RIAU  
2021**

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FACULTY OF EDUCATION AND TEACHER TRAINING  
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2021**

THESIS

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UIR

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The Vice Dean of Academic

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THESIS APPROVAL

TITTLE

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DURING PANDEMIC COVID-19 AT ENGLISH LANGUAGE EDUCATION OF FKIP  
UIR**

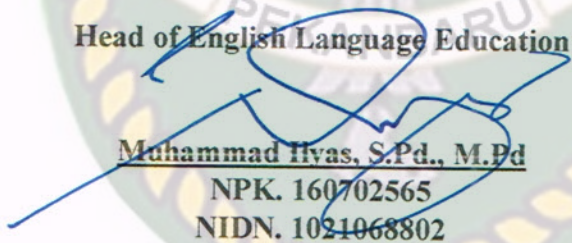
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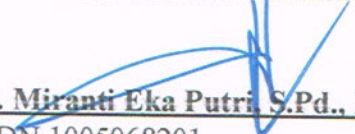
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## LETTER OF NOTICE

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**A FACTOR ANALYTIC OF STUDENTS' BARRIERS TO ONLINE LEARNING  
DURING PANDEMIC COVID-19 AT ENGLISH LANGUAGE EDUCATION OF FKIP  
UIR**

It has been examined. This letter is made to be used as it is needed.

Pekanbaru, 24 June 2021  
Advisor

  
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## DECLARATION

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I hereby declare this thesis is the result of my own ideas, except for the quotation (directly or indirectly). Which were taken from various reference sources and mentioned scientifically. The researcher is responsible for the data and facts provided in this thesis.

Pekanbaru, June 24, 2021

The Researcher



**Putri Wahyuni Widia Sari**  
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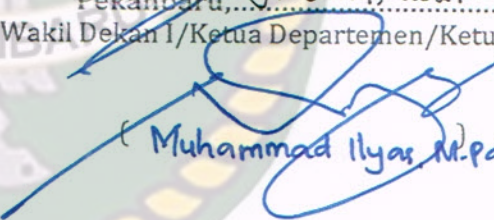
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 Judul Tugas Akhir : Studi Analitik Faktor Tentang Hambatan Siswa untuk Belajar Online Selama Pandemi Covid-19 di Pendidikan Bahasa Inggris FKIP UIR  
 Judul Tugas Akhir (Bahasa Inggris) : A Factor Analytic of Students' Barriers to Online Learning during Pandemic Covid-19 at English Language Education of FKIP UIR  
 Lembar Ke : .....

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2.	Tuesday 17/10/2020	Revised Chapter I, II & III	Standard Format & Chapter I, II & III	
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4.	Tuesday 01/12/2020	Revised Title	Standard Format & The Problem of the Research	
5.	Thursday 03/12/2020	Revised Chapter I	Background of the Problem	
6.	Sunday 20/12/2020	Revised Chapter III & References	Blueprint for Questions and all the name of the authors of the theory	
7.	Monday 28/12/2020	Revised Chapter III	Research Design, Instrument of the Research, Data Collection Technique, Data Analysis Technique	
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In writing this thesis, the researcher gets support and motivation from many people. Therefore, on this occasion the researcher would like to express his deepest gratitude and sincerity to:

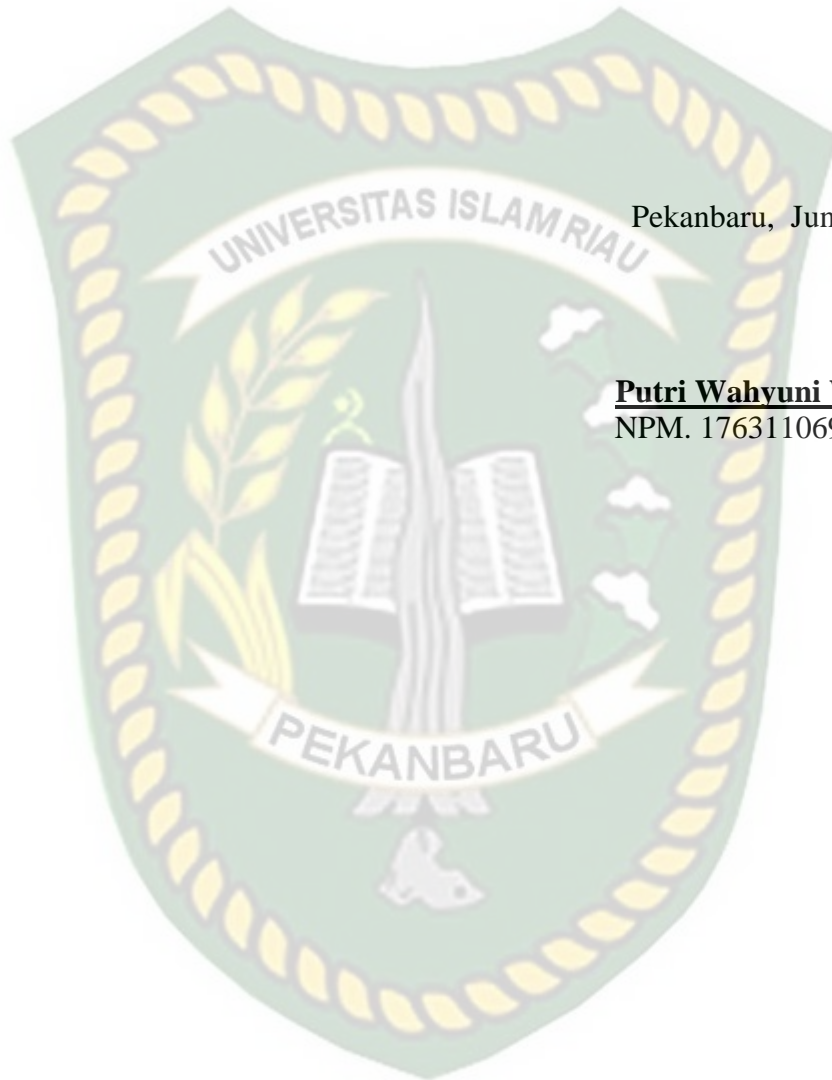
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Finally the researcher realize the weakness of this paper. For that, it is necessary to have criticism and suggestions for improving this thesis in the future.

May Allah Swt. give blessing for the kindness of all of you. Aamiin.

Pekanbaru, June 24, 2021

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## ABSTRACT

**Putri Wahyuni Widia Sari, 2021. A Factor Analytic Students' Barriers to Online Learning During Pandemic Covid-19 at English Language Education of FKIP UIR.**

**Thesis, English Education, FKIP UIR. Advisor Dr. Sri Yuliani., M.Pd.**

**Keyword: Factor of Student Barriers, Pandemic Covid-19**

The existence of online learning currently has many obstacles, both from students themselves and from the environment. The purpose of this research was to find out the factors of Students' Barriers to Online Learning During Pandemic Covid-19 at English Language Education of FKIP UIR, with a defined exploratory factor analysis study. Eight factors in the analysis of the study students' barriers to online learning were found, (a) administrative issue, (b) social interaction, (c) academic skill, (d) technical skill, (e) learner motivation, (f) time and support for studies, (g) cost and access to the internet, and (h) technical problems.

In this research the researcher used quantitative approach. This research was conducted at the English Language Education, Universitas Islam Riau, Pekanbaru. The research sample was 45 students in class B the third semester 2019/2020 academic year at English Language Education of FKIP UIR. Sampling was done by used probability sampling. The data collection technique, the researcher using questionnaire.

Based on the research results that have been taken from the questionnaire, it is concluded that the overall result was 89.81% with a very high level with two barriers factor of students' barriers to online learning during pandemic covid-19 at English Education of FKIP UIR based on Anti-Image Matrix<sup>a</sup>, namely Social Interaction = 0.706 > 0.50 and Learner Motivation = 0.722 > 0.50. The benefit of this research is that lecturers and students can work well together in the online learning process so these obstacles can be overcome wisely.

## ABSTRAK

**Putri Wahyuni Widia Sari, 2021. Faktor Hambatan Mahasiswa Analitik Belajar Online Selama Pandemi Covid-19 di Pendidikan Bahasa Inggris FKIP UIR.**

**Skripsi, Pendidikan Bahasa Inggris, FKIP UIR. Pembimbing Dr. Sri Yuliani., M.Pd.**

**Kata Kunci : Faktor Hambatan Mahasiswa, Pandemi Covid-19**

Keberadaan pembelajaran online saat ini memiliki banyak kendala, baik dari siswa itu sendiri maupun dari lingkungan. Tujuan dari penelitian ini adalah untuk mengetahui faktor-faktor Hambatan Mahasiswa dalam Belajar Online Selama Pandemi Covid-19 di Pendidikan Bahasa Inggris FKIP UIR, dengan studi analisis faktor eksploratori yang ditetapkan. Ditemukan delapan faktor dalam analisis hambatan siswa terhadap pembelajaran online, (a) masalah administratif, (b) interaksi sosial, (c) keterampilan akademik, (d) keterampilan teknis, (e) motivasi siswa, (f) waktu dan dukungan untuk studi, (g) biaya dan akses ke internet, dan (h) masalah teknis.

Dalam penelitian ini peneliti menggunakan pendekatan kuantitatif. Penelitian ini dilakukan di Pendidikan Bahasa Inggris, Universitas Islam Riau, Pekanbaru. Sampel penelitian ini adalah 45 mahasiswa kelas B semester III tahun ajaran 2019/2020 di Pendidikan Bahasa Inggris FKIP UIR. Pengambilan sampel dilakukan dengan menggunakan probability sampling. Teknik pengumpulan data, peneliti menggunakan kuesioner.

Berdasarkan hasil penelitian yang telah diambil dari angket diperoleh kesimpulan bahwa hasil keseluruhan adalah 89,81% dengan tingkat sangat tinggi dengan dua faktor penghambat yaitu hambatan siswa untuk belajar online selama pandemi covid-19 di Pendidikan Bahasa Inggris FKIP UIR berdasarkan Anti-Image Matrixa yaitu Interaksi Sosial =  $0,706 > 0,50$  dan Motivasi Belajar =  $0,722 > 0,50$ . Manfaat dari penelitian ini adalah dosen dan mahasiswa dapat bekerja sama dengan baik dalam proses pembelajaran online sehingga kendala tersebut dapat diatasi dengan bijak.

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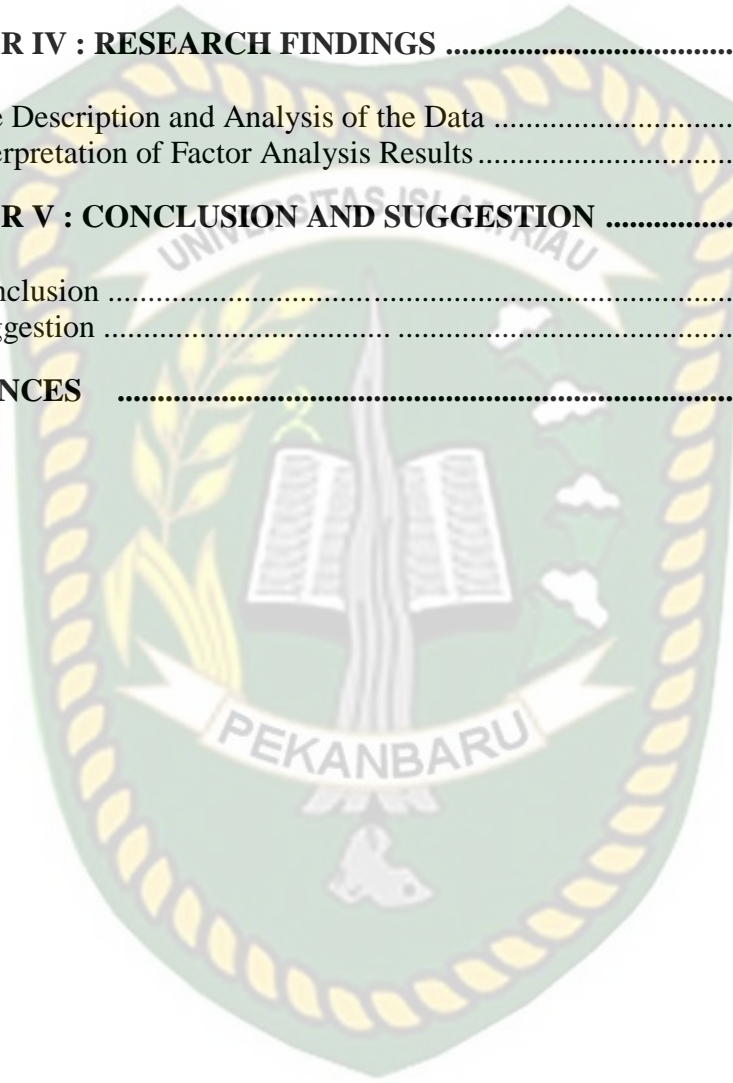
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# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Problem

Starting in early 2020, a newly virus originating from China (Novel Coronavirus (2019-nCoV) outbreak Public Health Emergency of International Concern), spread to various countries is Southeast Asia until finally spread to all countries in the world. As a result, all sectors experience it is impact. Especially in the education sector. According to Lyons (2020), the world is currently experiencing a severe COVID-19 pandemic that has led to the closure of all school and learning institutions to limit the spread of the deadly viral infection. The students and teachers to use other alternatives to continue to be able to carry out the teaching and learning process. Even though it becomes ineffective but must still be implemented in accordance with health protocols not to meet face to face in class but via online by using google classroom or the other application support to teaching and learning process.

The spread of the Coronavirus (COVID-19) has had an impact on both developed and developing countries in the world, including the Indonesian people and other academic communities in it. So, COVID-19 has been declared a world pandemic, see WHO's decision as stated in Khatri, et al. (2020) on January 30, 2020 the City of Wuhan that the case spread outside World Health Organization (WHO) declared the 2019 Novel Coronavirus (2019-nCoV) outbreak Public Health Emergency of International Concern (PHEIC), (Wargadinata et al., 2020). As a result, several sectors are hampered such as the economy and education

sector, because they continue to focus on the health sector to reduce the spread of this virus.

According to Fernando (2020) Covid-19 given the impact in the world economic sector, which has hit almost everyone in the economic sector (Muhammad Anwar1, 2020). The economy becomes a financial constraint for everyone to meet their daily needs. With this weak economy, it is very difficult for people to work because of a reduced workforce.

Not only this sector is influential, but the education sector is also very influential in the teaching and learning process. The education sector is no exception, where the conventional education system is no longer functioning and educational institutions around the world are looking for alternatives to online education according to Myers (2020), students and teachers cannot meet their in person because all of the educational institutions around the world have been closed due to lockdowns (Muhammad Anwar1, 2020). As a result, teachers and students must carry out an online learning system so that the teaching and learning process can continue.

To overcome these obstacles, of course it is necessary to have an attractive online teaching strategy and technique so that students do not feel bored even though online education has been applied several times. But at this time it is very different because it is required. According to Nguyen (2015) for the students, anywhere and anytime as long as they have internet access will be able to provide world-class education in online learning (Ayu et al., 2017) . That way it can be done from home without having to go to school. Online learning media has the

opportunity to create more satisfying services to students, according to Putranti (2013), (Wargadinata et al., 2020). In addition, according to Gilbert (2015) a time and place that suits students learning needs in online learning (Ayu et al., 2017). In this case, online learning offers students the ability to think freely during learning during the pandemic.

However, the existence of online education currently has many obstacles, both from students themselves and from the environment. So that lecturers must be more creative in being able to apply teaching methods during the teaching and learning process so that these obstacles can be overcome wisely. According to Emda (2017) the teacher creativity in arousing students motivation it is good suggestion to achieve optimal learning outcomes requires (Diantari & Tirtayani, 2020). So, that students can achieve the desired inspirational goals, it needs to be understood. Motivation to learn plays an important role for a child. Especially to increase education levels.

Based on the above background, it can be seen that the difference between my research and other researchers is that my research shows that there are factors barriers to study third semester students in English Education of FKIP UIR through online learning during the pandemic Covid-19, while other research points to obstacles and challenges students learn through online education. Researchers chose this study because researchers found difficulties in the third semester students at the English Education of the Universitas of Islam Riau in learning without face-to-face in class due to the covid-19 virus based on a survey. Therefore the authors are interested in conducting research on the factors of the

students barriers to online learning at the English Education of the Universitas of Islam Riau. Therefore, researchers are interested in conducting a research entitled "A Factor Analytic Students' Barriers to Online Learning During Pandemic Covid-19 at English Language Education of FKIP UIR".

## 1.2. Identification of the Problem

Identification of the problem in this research is in online education, apart from having obstacles, of course, requires a motivation to learn. Therefore, this third semester student at the Universitas Islam Riau, Pekanbaru experienced difficulties in the online education process due to several factors. Based on the description above, these problems can be identified as follows: first, many students' difficulties with online learning are caused by themselves, due to being lazy without face-to-face class. Furthermore, lazy to learn because of a lack of family support to spur their enthusiasm for learning.

The lack of signal facilities is due to the fact that the internet network has not yet reached the area where students live and the learning quota is limited. Students' interest and motivation to study while at home resulted in a slight decrease in their learning motivation. In addition, environmental conditions and current pandemic conditions have resulted in students having little space for them to look for sources of learning information such as in the library because there are limitations to their daily activities to stay at home. So, those are some of the obstacles to students' barriers in online learning during pandemic at English Education at UIR.

### **1.3. Focus of the Problem**

This research focuses on the Factor Students' Barriers by the Third Semester to Online Learning During Pandemic Covid-19 at English Language Education of FKIP UIR at Universitas Islam Riau. Given the wide scope of problems in this study, the researchers focused on barriers of the third semester students to online education during the COVID-19 pandemic.

### **1.4. Research Question**

Based on the focus of the problem above, the authors formulate the following research problems:

1. What are the factors of the Students' Barriers to Online Learning During Pandemic Covid-19 at English Language Education of FKIP UIR?

### **1.5. Objective of the Research**

Based on the formulation of the problem above, the researcher set the research objectives as follows:

1. To find out the factors of the Students' Barriers to Online Learning During Pandemic Covid-19 at English Language Education of FKIP UIR.

### **1.6. Significance of the Research**

This research is expected to be useful for researchers, teachers and students of English. Researchers carry out this research activity to meet the following needs:

1. Lecturers, this research is expected to be a source of information about the the factors of the students' barriers to online learning during pandemic Covid-19 at English Language Education. Practically, this research is expected to help lecturers to find out the barriers and motivation of English students when implementing online education.
2. Students, this study is expected to reduce barriers and be able to increase during the teaching and learning process through online education. The hope is that students can be more active and creative using online learning media that has been recommended by lecturers so that student learning achievement will increase compared to learning face-to-face in class like before the pandemic.

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

To avoid misunderstandings in interpreting the use of terms in this study, the researcher defines several key terms available in the title which can be interpreted as follows:

#### **1.7.1 Definition of Barrier**

Based on Collin Dictionary, definition of barrier is something such as a rule, law or policy that makes it difficult or impossible for something to happen or be achieved

#### **1.7.2 Definition of Covid-19 Pandemic**

According to World Health Organization (WHO), Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus.

### 1.7.3 Universitas Islam Riau

It is one of the Universitas Islam Swasta in Pekanbaru. The located at Jl. Kaharuddin Nst No.113, Simpang Tiga, Kec. Bukit Raya, Pekanbaru City, Riau 28284.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1. Relevance Theories

In this chapter, the researcher explains several theories that are relevant to the topic under study. Then, researchers also find theories that support it. The literature is divided into theoretical descriptions of students' barriers and a review of related studies.

According to Kentnor (2015) this study focuses on online education at home the students get the education and instruction from electronic (internet) (Anwar, 2020) . This learning gives students the freedom to study at home without having to meet face to face at school but face to face through online learning media.

According to Sun & Chen (2016) this study focuses on internet and computer is about the systematic process to created idea and knowledge to the surrounding community a world without physical barriers (Anwar, 2020) in without a physical barrier that is meant without a time limit to use it anytime and anywhere.

According to Mendes, Bastos, Amante, Aires & Cardoso, 2019; Blau, Shamir & Avdiel (2020) this study focuses on problems that have an impact on the quality of online education such as unavailability of technology, improper communication, lack of time management, online pedagogical problems, and online student evaluation problems (Muhammad Anwar1, 2020). Thus, the quality



of online education has not been maximized compared to the quality of face-to-face education in class.

According to Deming et al. (2015) and Kaliisa & Picard (2017) this study focuses on barriers to online education, namely the inability to meet costs and technical problems where students do not have internet facilities, android phones and laptops (Muhammad Anwar1, 2020). This is because the ability of each student to fulfill facilities that support online education is not all the same, of course different.

Based on the above theories, it shows that the barriers of students in learning affect the online education system. The final conclusion of this study is that in implementing the online education system, students must see the readiness of students in fulfilling the facilities that support it in order to avoid obstacles that occur during learning and increase student motivation to be even more active.

## **2.2. The Nature of Online Learning**

Opportunities for discovering students' preconceptions and cultural perspective, the educators can present challenges tools the viewing of body language and paralinguistic clues by online learning, according to Anderson, Terry (p.35). Online learning is named also distance learning or e-learning. The different between online learning and traditional learning is in process, if the online learning using a computer technology anywhere available to given a sources like as audio or video resources from google classroom application seem

like that. Meanwhile, for the traditional learning not using computer technology because face to face in the classroom.

There are several terms for education that is done using digital devices, including online distance, mixed flexible education, and mixed to name a few. All internet in online course and program, they are used for online education with different names according to Saykili (2018); Tanhan (2020) as cited in Doyumgac, Ibrahim, Ahmet Tanhan and Mustafa Said Kiymaz (2020). Meanwhile according to Lee (2010: 278) based on information and communication technology, learning approaches, online learning has also been used to describe online education is the term most widely (as cited in Doyumgac, Ibrahim., Ahmet Tanhan and Mustafa Said Kiymaz, 2020).

Distance education is a form of education that allows students and facilitators to physically distance themselves from learning activities around planned and structured learning experiences through various two- or multi-directional mediated media channels According to Saykili (2018) as cited in Doyumgac, Ibrahim., Ahmet Tanhan and Mustafa Said Kiymaz, 2020). Thus, the way of distance education allows interaction between students, teachers, as well as between students and teachers as an educational resource without having to be online at the same time. According to Allen et al. (2002); Tanhan (2020) on the one hand, online education (distance education, open education) is convenient for students and academics, while causing certain difficulties and loss at the same time (as cited in Doyumgac, Ibrahim., Ahmet Tanhan and Mustafa Said Kiymaz, 2020). This depends on each individual student while taking online education.

On the other hand the distance education includes online education, because courses are instructed online or offline where video and audio are uploaded to the system to carry out the educational process. The terms distance education and online education are often used interchangeably in this study because distance education includes online education because it has the same thing as providing online learning through non-face-to-face supporting media directly in the classroom. The term online education is preferred by the author in this study. According to Lee (2010) as cited in Doyungac, Ibrahim., Ahmet Tanhan and Mustafa Said Kiymaz (2020) facilitated by social learning and information technology that is an educational approach in online education. Technological developments have an important role in supporting the online education process.

Based on the above definitions, it can be concluded that online learning concepts such as e-learning, distance learning, etc. What is used in online education is also used in distance education.

## **2.3 Barriers**

### **2.3.1 Definition of Barrier**

Based on the Oxford Learner's Pocket Dictionary Fourth Edition, a barrier is something that prevents or controls movement or progress. It refers to something that a person will achieve, both in work, study, etc. In a job such as a promotion, an employee has a target of 5 years to be able to be promoted but there is no skill. Thus, the absence skill prevented the

person from having a higher rank. Likewise in studying, a student wishes to continue his studies at the best university, but his average score is not sufficient so that cannot enter the university he wants. Then, it will be an obstacle to achieving the student's dream. In addition to grades, it could also be due to a lack of ability to answer test questions when registering or there is no the parent's feed and family support for them to achieve their goals.

### 2.3.2 Students' Barrier

In general, the problem for adult learners lies in situational barriers. According to Mungania (2003) that "situational barriers are the most prevalent" (p.30). A common barrier for adult learners. Meanwhile, a study by Kimmel and McNeese (2006) about barriers to adult learners found that the top five barriers were all situational and related to their roles as caregivers for children or elders, financial concern over childcare costs, concerns about student loans, and concerns about college loans. Apart from the obstacles that have been described, there are still a number of other obstacles to online education, namely the fact that it focuses on a lack of family support, financial problems, or work-related responsibilities.

According to Muilenburg and Berge (2005) the top four student barriers to online learning, in descending order of severity are: "(a) social interaction, (b) administrative/instructor issue, (c) learner motivation, and (d) time/support for studies" (p.38) . Which barriers are very influential on

student achievement results during online learning. So, in this section explore social interaction, technology and students support barriers.

According to Cho and Berge (2002) indicated that distance learner can feel isolated due to lack of learner interaction and communication. Because, communication and interaction are very necessary in the teaching and learning process. If there is a distance learner, students' freedom to interact is very limited. While according to Muilenberg and Berge (2005) research found that the most severe barrier reported by online students is a lack of social interaction. So, to overcome feelings of isolation in students during online education, institutional intervention is needed to handle this problem in order to increase social and community interaction in the form of a course.

Computers are one technology that has an important role to support the continuity of the online education process. However, not all students can operate it properly without special training. According to Mungania (2003, p. 118), technological barriers prevent students from being successful e-learners. Mungania noted that a lack of computer competence and a lack of computer training are predictor of e-learning barriers. That way, students' mastery of computer operations becomes an important point for them to succeed or not in e-learning.

Miller and Lu (2002) reported additional barriers to online learning related to student support problems, including inadequate student support,

lack of social systems, insufficient time, and lack of academic experience. Inadequate student support can come from themselves due to their lack of mental readiness to learn online then their lack of experience related to this learning where previously they were still applying face-to-face traditional learning in class so they were not familiar with this.

### **2.3.3 Barriers to Learning and Online Learning**

Barriers to learning are a problem that is often encountered by students with various obstacles (Wang, 2017). Thus, it requires parents and teachers to pay special attention to solving these obstacle to students. Both in terms of their emotional, mental and physical health by continuing to motivate them to learn. For that, the support of family and teachers is needed.

Almost of the experts given different the barriers to online learning. According to (Fish and Gill, 2009 ; Hartmann, Braae, Pedersen & Khalid, 2017) time consuming, technical issue and organizational belief are the other barriers in the previous studies . Meanwhile, according to (Howland and Moore, 2002: 183-188) if the factors influence students satisfaction and can be a good interpretation, so the prospect of environment and design online learning to increase (Eğitim et al., 2009). The others obstacle like the environment of online learning, self-direction, design, instructor, communication and feedback, technology, and online experience can be explained.

Environment of online learning, given the different situation with the traditional class. The students will be focusses with their computer, so when they given an ideas are feeling enjoy to explained. But, at home they are sensibilities all of the disturbance (Stine, 2004:50), (Eğitim et al., 2009). Especially in the environment at home and family in this situation pandemic, when the students learning can be disturb concentration of them. Stine (2004) said the online learning much motivation and self-direction than traditional class (Eğitim et al., 2009)

Self-direction each students not same each the other, they are has been different experience in online learning than face to face in the traditional class. Something found Howland and Moore (2002) show self-managing, responsible and independence of the students determine their success in online learning (Eğitim et al., 2009). Thus, instructors should emphasize their motivation for learning more to prevent students from failing to online learning with the design.

The design that is meant here is a learning design. It is very important, right. Because, will be different from the usual learning before pandemic, namely by providing facilities such as discussion boards, timely communication service, as well as discussion chat room. This will greatly affect student performance during the learning process which is influenced by an environment that is from before. Dennen (2005) says that, to encourage learner to online learning by giving first impression in a facilitative and appropriate is very important (Eğitim et al., 2009). In

addition, by showing that without delay when contacting instructors can easily be done by students.

The instructor here is the teacher. Because in this research for high education or university, the instructor is a lecturer. During pandemic the educational to learners using online learning, instructors and students are physically separated even though they still meet face to face via online. Therefore, according to Coppola, Hiltz, and Sifre (2001) cognitive, affective and management that is very important for the instructor to have it (Eğitim et al., 2009). This role is very necessary to maintain good communication between lecturer and students. Students will be reluctant to learn when the lecturer during teaching does not respond directly. Regarding the quality of online learning, Stine (2004) emphasize that an instructor must increase his knowledge of online learning and must have a passion for teaching (Eğitim et al., 2009). So, it is necessary to have good communication and response between lecturer and students.

Communication and Feedback, unlike traditional learning. Feedback from instructor and learners must be provided immediately. For example, when a student sends a message or e-mail to an instructor, he or she has to wait for the response given by the instructor. Dennen (2005) argues that to make students more comfortable, the instructor must provide direct and substantive feedback (Eğitim et al., 2009). This aims to increase the motivation of students. Apart from feedback, communication tools should also provide many benefits. Tham and Werner (2005) argue



that students have more opportunities to express themselves without being ashamed, afraid or discriminated against because of their nationality, race, gender, through an online communication tool (Eğitim et al., 2009).

The technology referred to here is related to skills in the use of computers as well as increasingly sophisticated and modern technology knowledge during pandemic. This becomes one of the triggers for barriers for students who do not have the right skills according to Swan, 2001, (Eğitim et al., 2009). Students are highly required to be able to use computer technology properly. Problems that often occur in computers, such as disconnection of internet, blackouts, and loss of data also greatly affect online learning. Apart from time, learners have to spend more money to on distance learning courses (Zirkle, 2001), (Eğitim et al., 2009). For that, it is very necessary from a person instructor to understand students' personal differences regarding technological difficulties, so that they can help these students (Huang and Liaw, 2004), (Eğitim et al., 2009).

Students' experience in online learning is another factor that can change the size of the effect of barriers. In their study, Berge and Muilenburg (2005) found that the students who previously did not have online learning courses were more affected by obstacle when online learning (Eğitim et al., 2009). Many research studies have measured the effectiveness of online learning, so it has become an alternative to traditional class. In their research, they reported that there was no sign of

significant difference between the effectiveness of online learning and traditional learning. However, the two types of learning are distinctly different. Online learning differs from several barriers, which can affect the performance and satisfaction of online learners than traditional classroom learning.

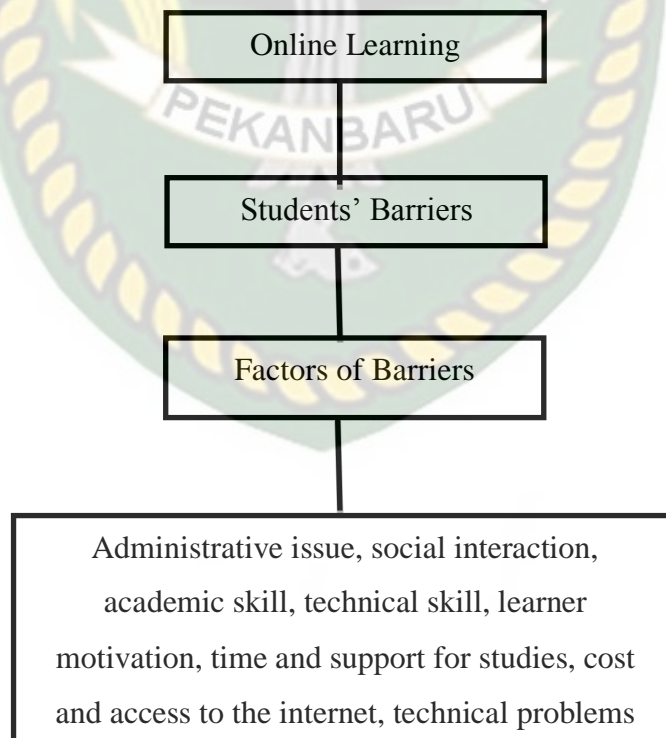
#### **2.3.4 Factor of the Barriers to Learning and Online Learning**

There are many factors that hinder students to learning and online learning. Apart from the basic intelligence possessed by students and the quality of training provided in learning, differences of each individual are based on the physical condition of having a strong or weak mental which is caused by biological factors of students, an environment that does not really support them to learn well, the level of self-confidence in terms of their skills, past traumas that students may have been angry when studying, and lack of motivation to learn due to the absence of support from parent to provide the best service for their children in learning are some of the factors that hinder students from learning.

In normal situation, students experience many obstacles in learning, especially during a pandemic like this. Of course, the barriers they have are increasing with solutions in online learning for them. Besides there are financial constraints, facilities, they are also very required to be able to master technology. This is because, the center of the

entire education system has turned to technology. This, are some of the factors inhibiting students in learning online. The eight of factors the students barriers to online learning there are (a) administrative issue, (b) social interaction, (c) academic skill, (d) technical skill, (e) learner motivation, (f) time and support for studies, (g) cost and access to the internet, and (h) technical problems (Muilenburg & Berge, 2005). The factors that have been put forward by Muilenburge and Berge are very suitable for the online learning situation at the time of the current pandemic Covid-19.

#### 2.4 Conceptual Framework



The theoretical framework above is the factor of students' barriers in online learning at the third semester in English Language Education at Universitas Islam Riau in 2019/2020 academic years during the pandemic Covid-19. Some of the obstacles include: administrative issue related to the payment of tuition fees and credits every semester that must be paid while the economic sector also affects because of this pandemic so it affects students whether or not they can attend classes at the semester level they are participating in then, in social interaction among students and also students with the lecturer, they must be required to be more active in interacting in order to create a sense of comfort during online learning which is considered very boring with a learning duration of about a hour in front of laptop.

Academic skills must be possessed by every lecturer in delivering teaching material through different online learning media while in the class. The ability of technical skills between students and lecturer in operating learning to support media is very influential for them. Moreover, support from parents can make them excited to learn. However, if there is no support it could be that their achievement will be decrease and even cannot be achieved at all and as a result they are left behind from the other friends in a situation like this which results in limited access to their classmates. So, time management and support from the families are needed by participating in facilitating internet access for students and helping to overcome technical problems such as platform and software problems experienced by students during the pandemic for online learning.

## CHAPTER III

### RESEARCH METHODOLOGY

In this chapter relates to an explanation of the research methods, namely Research Design, Location and Time of the Research, Population and Sample of the Research, Instrument of Research, Data Collection, and Data Analysis.

#### 3.1. Research Design

Research is an activity to observe an object carried out by researchers. When researchers conduct research the most important thing in observing research objects is to use research design procedures. Creswell (2012) states the research design is a specific procedure involved in the research process: data collection, data analysis, and report writing.

The approach used in this research is the Quantitative approach. According to Creswell (2009, p.4), quantitative research is a means for testing objectives theories by examining the relationship among variables, which in turn can be measured so that numbered data can be analyzed using statistical procedures. So, the researcher concluded quantitative approach is the design of research framed in numbers.

This approach is in accordance with the researcher's title "A Factor Analytic of Students' Barriers to Online Learning during Pandemic Covid-19 at English Language Education of FKIP UIR".

### **3.2. Location and Time of the Research**

Due to the limited distance during the Covid-19 pandemic, researchers used an alternative way, namely by using the help of a google form application. Researchers have used this application because it is very effective and efficient to receive information by distributing questionnaires quickly and widely based on the links distributed to research subjects. This research was conducted on March, 2021 for the students of English Language Education Third Semester of the 2019/2020 academic year at Universitas Islam Riau, Pekanbaru which is located on Jl. Kaharuddin Nasution No.113, Simpang Tiga, Kec. Bukit Raya, Pekanbaru City, Riau 28284.

### **3.3. Population and Sample of the Research**

#### **3.3.1. Population**

According to Creswell (2012) as cited in Houser, Rick A (2019) defined a population as “a group individuals who have the same characteristics” (p.142). Meanwhile, according to Krishnaswamy. K. N and friends (2009) is collectively the entire group of study object is called the population. These may be people, geographic areas, organization, product, service, and so on. So, the researcher get the point that the population is the subject to be observed. The population is not only people but also objects and other natural objects. The population in this study were students of the third semester at English Language Education in

2019/2020 academic year at Universitas Islam Riau Pekanbaru, which consists of 2 classes.

**Table 3.1. The Distribution of Population of the Third Semester Students at English Language Education Universitas of Islam Riau**

No	Classes	Semester	Total of Student
1.	A	III	45
2.	B	III	45
<b>Total</b>			<b>90</b>

### 3.3.2. Sample

The sample is part of the population. According to Creswell (2012) as cited in Houser, Rick A (2019) defined a sample as “a subgroup of the target population that the researcher plans to study for generalizing about the target population”. According to Krishnaswamy, K. N. and friends (2009) a sample is used when it is not possible or practical to make all possible observation of a phenomenon that is being studied. The sample to quickly and economically estimate certain properties of the population. To determine the sample used in this study, the probability type sampling technique is used. According to Levy. Paul. S (2013) a probability sample has the characteristic that every element in the population has a known,

nonzero probability of being included in the sample. In this study, 45 grade B were taken as research samples in the third semester of English Education in the academic year 2019/2020 at Universitas Islam Riau.

**Table 3.2 Sample of the Research**

<b>Name of Students</b>	<b>Class</b>
1. MEI VALENTIN SITUMORANG	III B
2. MHD ZARKASIH	III B
3. MILA VERONICA	III B
4. MILGO MAULANA	III B
5. MUHAMMAD BRAMUDIA AGUSTIAN	III B
6. MUHAMMAD JODI SAPUTRA	III B
7. MUHTIYA MAULANA	III B
8. NABILLA CHARISMA NAURAH S	III B
9. NADANA SABILA	III B
10. NAILA ALFIRAHMI	III B
11. NAJWA FITRIA HASAN	III B
12. NALITA GUSTINA	III B
13. NIKEN LARASATI	III B
14. NOVA SYAFITRI	III B
15. NOVIA WARDHANI	III B
16. NUR WAFIAH	III B
17. NURLIANA	III B
18. PINDASARI	III B
19. RAHMAD RIVALDO	III B



20. RAUDHOTUL HUSNA	III B
21. RESTI PRASTICA AGUSTIAN	III B
22. REZANA NURSANTI	III B
23. RINDI ANTIKA	III B
24. RIO ELDI SAPUTRA	III B
25. ROHADATUL AISY 1	III B
26. ROHADATUL AISY 2	III B
27. SAFIRA MAGHFIRAH	III B
28. SALSABILA INDAH SUCIANI	III B
29. SEKAR DYAHAYU KINASIH	III B
30. SEKAR FITRIANDINI RAHAYU	III B
31. SINTA INDAH NURMADINAH	III B
32. SYARISMA NOVITA	III B
33. TERI WAHYUNI	III B
34. TRIANA FAJARANI RUSYANTI	III B
35. TRIE HAYATUN NUPUS PRATIWI	III B
36. VIA ELMANISA	III B
37. WAHYU OSLAN RAMADHAN	III B
38. WIDURI IRMALIA	III B
39. WIDYA ASTUTI	III B
40. WINDA PAPODI	III B
41. WULAN EMA HAYATI	III B
42. YOLA APRIANINGSIH	III B
43. YULIA WINARNI	III B
44. ZELIN RAMAYANI	III B
45. ZULHANIZAH DIAS	III B

### **3.4 Instrument of the Research**

The research instrument that researcher have used in this study is a questionnaire.

#### **3.4.1. Questionnaire**

The technique of collecting data by giving a series of questions or written statements to respondents to be answered is a questionnaire. According to Kumar, Ranjit (2018) a questionnaire is a written list of questions, the answers to which are recorded by respondent. Thus, respondent read the questions, interpret what is expected and then write down the answers. Before answering the question, the respondent is given direction regarding the question being asked in order to understand what is meant before giving an answer. The questions are given in the form of a link from the questions asked and then distributed to the third semester students.

According to Sue and Ritter (2012) as cited in Anwar, Muhammad. Anwar Khan and Khalid Sultan (2020) the online questionnaire is more conveniently accessible, cost and time effective. This will make it easier for researcher to take data on an online questionnaire due to a pandemic situation.

The purpose of this research is to use questionnaires to collect data about the Factors of Students' Barriers to Online Learning During

Pandemic Covid-19 at English Language Education of FKIP UIR, Universitas Islam Riau, Pekanbaru.

*Likert Scale* are the type of scale used in this research. According to Humble, Steve (2020) the Likert Scale is considered to be an ordinal scale as the person is asked to consider their answer to a question from one of the ordered categories. A five point Likert Scale could be for example 5=strongly agree, 4=agree, 3=undecided, 2=disagree, 1=strongly disagree According to Humble, Steve (2020). The alternative answer scoring for each statement item in this instrument is in table 3.3

**Table 3.3. Scoring Norm of *Likert Scale***

<b>Statement</b>	<b>Score</b>
Strongly Agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

The following is a score given for each statement:

1. Answer Strongly Agree to get the score of 5
2. Answer Agree to get the score of 4
3. Answer Undecided to get the score of 3
4. Answer Disagree to get the score of 2

5. Answer Strongly Disagree to get the score of 1

Respondents are asked to answer questions by choosing one of the answers given in the questionnaire. The assessment of the score for the answer is done by adding up the answers chosen by the respondent for each item.

The total of questionnaires are twenty statements based on the indicators written by Zane L, Berge (2005) they are: (1) Administrative issue, (2) Social interaction, (3) Academic skills, (4) Technical skills, (5) Learner motivation, (6) Time and support for studies, (7) Cost and access to the internet, (8) Technical problems.

**Table 3.4. The Blueprint Indicator of the Students' Barriers to Online Learning during Pandemic Covid-19 at English Language Education of FKIP UIR by the Third Semester Student at Universitas Islam Riau**

	<b>Indicators</b>	<b>Items</b>	<b>Total Number of Questionnaire</b>
<b>A Factor Analytic Students' Barriers to Online Learning during Pandemic Covid-19 at English</b>	1)Administrative issue	1, 2	2
	2)Social interaction	3, 4, 5	3
	3)Academic skills	6, 7, 8	3

<b>Language Education of FKIP UIR</b>	4) Technical skills	9, 10, 11	3
	5) Learner motivation	12, 13, 14	3
	6) Time and support for studies	15, 16	2
	7) Cost and access to the internet	17, 18	2
	8) Technical problems	19, 20	2
<b>Total</b>			<b>20</b>

**Table 3.5. Questionnaire of the Students' Barriers to Online Learning during Pandemic Covid-19 at English Language Education of FKIP UIR by the Third Semester Student at Universitas Islam Riau**

No.	Questionnaire Statement	Alternative Answers				
		5	4	3	2	1
1	The issue of campus administration costs (SPP and SKS) hampered the online learning process during the pandemic Covid-19					
2	Administrative costs (SPP and SKS) are not the main problem during the pandemic Covid-19					

3	Lack of communication interaction between students in online learning					
4	Students are very active in interacting communication					
5	Lecturer are very passive in interacting communication					
6	The material presented by lecturer through online learning media is very interesting and easy to understand					
7	The lecturer explains the subject matter well through online learning media					
8	The language used by the lecturer when delivering material is easy to understand					
9	The inability of students to operate online learning media hinders the teaching and learning process					
10	Lecturer are able to use other supporting media in online learning for material explanation					
11	Lecturer and students are able to use online media technology to properly support leaning during a pandemic					
12	Lack of personal motivation for online learning					
13	Online learning while at home cuts more of my personal time					
14	There are more tasks given during online learning and it becomes very difficult than offline learning which is the cause of getting lazy in learning					
15	Lack of support from family and friends					
16	Distraction during studying online is more at home than in the class, so that you have difficulty dividing between studying online and homework					
17	Internet access lack to adequate					

18	Internet access costs too much to online learning					
19	Lack of platform and software that consistently support online learning					
20	Need technical assistance during online learning					

### 3.5 Data Collection

Data collection in this research is using a questionnaire. The most effective questionnaire in this study was to use an online questionnaire, namely by using the Google Form application, because it was considered very effective in obtaining research information in a pandemic Covid-19 situation like this. The steps taken by the researcher are as follows:

- 1) The researcher prepare questions that are in accordance with the research indicators as many questions as researchers need by google form.
- 2) The researcher ask for research permission from the sample class concerned is class B the third students in 2019/2020 academic year.
- 3) The research distribute questions via google form to the students concerned within a few days of filling out the question limit.
- 4) The research analyzing the result data from students' answer to questions

### 3.6 Data Analysis

Data analysis that has been used in this research is to use Quantitative method. The data based on measurements using structures and validated data

collection instrument to determine the factors of students' barriers to online learning during pandemic covid-19 at English Language Education of FKIP UIR at Universitas Islam Riau. The stages of analyzing data in this research are: convert data from the factors of students' barriers to online learning during pandemic covid-19 at English Language Education. To analyze the data further, each answer to the questionnaire was converted into numerical data.

Next, calculating the frequency of each category of answers on each variable is to find out the barriers of the third semester students at Universitas Islam Riau after all the questionnaire data are collected, for the scores obtained are then calculated and entered into percentage formula. According Serge Lee, (2016):

$$Percentage = \frac{\sum f}{n \text{ total}} (100\%)$$

Information:

$\Sigma$  = Greek sigma, used to represent the sum of a particular value or category

$f$  = Actual frequency count

$n$  = Number of all cases, including the cases with missing scores

In taking the percentage of the data, it is necessary to identify the mean based on the formula and for each item of course it has a different value in the questionnaire in each category. From a set of data in the form



of numbers then ti determine in the mean value, according to Ananda, Rusdi and Muhammad Fadhil (2018) is as follows:

$$M = \frac{\sum X}{N}$$

M = Mean

$\sum X$  = Sum of values

N = The number of digits or the value of X

Based on the mean formula above, the frequency of the mean score is also determined, according to (Hidayat, Toni and friends, Universitas Pendidikan Indonesia, 2020) the following:

**Table 3.6. Indicator of Mean Score**

Number	Score Range (%)	Category
1	0 - 19	Very Low
2	20 – 39	Low
3	40 – 59	Moderate
4	60 - 79	High
5	80 - 100	Very High

To ensure accurate data results in data processing, researcher used Statistical Package for the Social Sciences (SPSS) version 16. By using it software, it is easier for researcher to save the result of the questionnaire in the form of data and then stored in Excel format. Furthermore, the researcher can conclude from the result of the analysis whether to determine the Barriers' of the Third Semester

Students at Universitas Islam Riau during pandemic covid-19. Quantitative techniques using percentage are the first step in the whole process of analyzing data analysis.



Dokumen ini adalah Arsip Miik :

Perpustakaan Universitas Islam Riau

## CHAPTER IV

### RESEARCH FINDINGS

#### 4.1 Description of Data

After collecting to analyze about the Factor of Students' Barriers to Online Learning During Pandemic Covid-19 at English Language Education of FKIP UIR consisting of eight indicators, they are: Administrative issue, Social interaction, Academic skills, Technical skills, Learner motivation, Time and support for studies, Cost and access to the internet, and Technical problems. After the data is collected and processed, detailed information about the frequency Factor of Students' Barriers to Online Learning During Pandemic Covid-19 at English Language Education of FKIP UIR can be seen in the following explanation:

**Table 4.1. The Score to Each Statement**

No	Items	Score	X	Sample	Total	Score Max
1	Strongly Agree	5	X	45	225	225
2	Agree	4	X	45	180	
3	Undecided	3	X	45	135	
4	Disagree	2	X	45	90	
5	Strongly Disagree	1	X	45	45	

The total number of samples in 3B class is 45 students. However, in filling out the respondent only 37 students answered and 8 students did not answer. So, to analyze the result of the research, the researcher rased with the total of respondents who filled in the questions many 37 students.

**Table 4.2. The Score to Each Statement**

No	Items	Score	X	Sample	Total	Score Max
1	Strongly Agree	5	X	37	185	<b>185</b>
2	Agree	4	X	37	148	
3	Undecided	3	X	37	111	
4	Disagree	2	X	37	74	
5	Strongly Disagree	1	X	37	37	

$$Percentage = \frac{\sum f}{n \text{ total}} (100\%)$$

Information:

$\Sigma$  = Greek sigma, used to represent the sum of a particular value or category

$f$  = Actual frequency count

$n$  = Number of all cases, including the cases with missing scores

**Table 4.3. The Factor of Students' Barriers to Online Learning During Pandemic Covid-19 at English Language Education of FKIP UIR**

No. Items	SA	A	U	D	SD	Total	Percentage	Level
1	7	9	18	3	0	166	89.73%	Very High
2	3	4	16	11	3	164	88.65%	Very High
3	3	14	17	3	0	165	89.19%	Very High
4	1	9	19	8	0	167	90.27%	Very High
5	2	9	20	6	0	168	90.81%	Very High
6	2	5	21	9	0	169	91.35%	Very High
7	1	6	29	1	0	177	95.68%	Very High
8	1	13	16	7	0	164	88.65%	Very High
9	1	17	18	1	0	166	89.73%	Very High
10	2	18	15	2	0	163	88.11%	Very High
11	1	18	15	0	3	163	88.11%	Very High
12	1	13	21	2	0	169	91.35%	Very High
13	1	6	22	7	1	170	91.89%	Very High
14	9	13	13	2	0	161	87.03%	Very High
15	0	8	17	10	2	165	89.19%	Very High
16	7	12	16	2	0	164	88.65%	Very High
17	7	11	15	4	0	163	88.11%	Very High
18	3	17	8	7	2	165	89.19%	Very High
19	2	10	21	3	1	169	91.35%	Very High
20	1	17	16	3	0	165	89.19%	Very High
<b>The Overall Percentage</b>							89.81%	Very High

**4.1.1 The Data Result Factor of Students' Barriers to Online Learning During Pandemic Covid-19 at English Language Education of FKIP UIR**

The Factor of Students' Barriers to Online Learning During Pandemic Covid-19 at English Language Education of FKIP UIR is an analysis that has been carried out by researcher to find out which factors have the most

influence on online learning for the third semester students during this Covid-19 pandemic.

#### 4.1.1.1 Questionnaire Result

Table 4.3 shows the percentage of student responses about The Factor of Students' Barriers to Online Learning During Pandemic Covid-19, item percentage number 1 "The issue of campus administration costs (SPP and SKS) hampered the online learning process during the pandemic Covid-19", and item number 9 "The inability of students to operate online learning media hinders the teaching and learning process" have the same level of score that is  $P = 89,73 \%$ . The level is Very High, because almost all students answered neutral to this questions. The amount obtained in this statement is as follows:

$$P = \frac{f}{n} \times 100$$

$$P = \frac{166}{185} \times 100$$

$$P = 0,8973 \times 100$$

$$P = 89,73 \%$$

Table 4.3 shows the percentage of student responses about The Factor of Students' Barriers to Online Learning During Pandemic Covid-19, item percentage number 2 "Administrative costs (SPP and SKS) are not the main problem during the pandemic Covid-19", item number 8 "The language used by the

lecturer when delivering material is easy to understand”, and item number 16 “Distraction during studying online is more at home than in the class, so that you have difficulty dividing between studying online and homework” have the same level of score that is  $P = 88.65 \%$ . The level is Very High, because almost all students answered neutral to these three questions. The amount obtained in this statement is as follows:

$$P = \frac{f}{n} \times 100$$

$$P = \frac{164}{185} \times 100$$

$$P = 0.8864 \times 100$$

$$P = 88.65 \%$$

Table 4.3 shows the percentage of student responses about The Factor of Students’ Barriers to Online Learning During Pandemic Covid-19, item percentage number 3 “Lack of communication interaction between students in online learning”, item number 15 ”Lack of support from family and friends”, item number 18 “Internet access costs too much to online learning”, and item number 20 “Need technical assistance during online learning” have the same level of score that is  $P = 89.19 \%$ . The level is Very High, because almost all students answered neutral to these four questions. The amount obtained in this statement is as follows:

$$P = \frac{f}{n} \times 100$$

$$P = \frac{165}{185} \times 100$$

$$P = 0.8919 \times 100$$

$$P = 89.19 \%$$

Table 4.3 shows the percentage of student responses about The Factor of Students' Barriers to Online Learning During Pandemic Covid-19, item percentage number 4 "Students are very active in interacting communication" is  $P = 90.27 \%$ . The level is Very High because almost all students answered neutral. The amount obtained in this statement is as follows:

$$P = \frac{f}{n} \times 100$$

$$P = \frac{167}{185} \times 100$$

$$P = 0.9027 \times 100$$

$$P = 90.27 \%$$

Table 4.3 shows the percentage of student responses about The Factor of Students' Barriers to Online Learning During Pandemic Covid-19, item percentage number 5 "Lecturer are very passive in interacting communication" is  $P = 90.81 \%$ . The level is Very High because almost all students answered neutral. The amount obtained in this statement is as follows:

$$P = \frac{f}{n} \times 100$$



$$P = \frac{168}{185} \times 100$$

$$P = 0.9081 \times 100$$

$$P = 90.81 \%$$

Table 4.3 shows the percentage of student responses about The Factor of Students' Barriers to Online Learning During Pandemic Covid-19, item percentage number 6 "The material presented by lecturer through online learning media is very interesting and easy to understand", item number 12 "Lack of personal motivation for online learning", and item number 19 "Lack of platform and software that consistently support online learning", have the same level of score that is  $P = 91.35 \%$ . The level is Very High, because almost all students answered neutral to these three questions.

The amount obtained in this statement is as follows:

$$P = \frac{f}{n} \times 100$$

$$P = \frac{169}{185} \times 100$$

$$P = 0.9135 \times 100$$

$$P = 91.35 \%$$

Table 4.3 shows the percentage of student responses about The Factor of Students' Barriers to Online Learning During Pandemic Covid-19, item percentage number 7 "The lecturer

explains the subject matter well through online learning media” is  $P = 95.68 \%$ . The level is Very High, because almost all students answered neutral to these this questions. The amount obtained in this statement is as follows:

$$P = \frac{f}{n} \times 100$$

$$P = \frac{177}{185} \times 100$$

$$P = 0.9568 \times 100$$

$$P = 95.68 \%$$

Table 4.3 shows the percentage of student responses about The Factor of Students’ Barriers to Online Learning During Pandemic Covid-19, item percentage number 10 “Lecturer are able to use other supporting media in online learning for material explanation”, item number 11 “Lecturer and students are able to use online media technology to properly support leaning during a pandemic”, and item number 17 “Internet access lack to adequate” have the same level of score that is  $P = 88.11 \%$ . The level is Very High, because almost all students answered agree and neutral to these three questions. The amount obtained in this statement is as follows:

$$P = \frac{f}{n} \times 100$$

$$P = \frac{163}{185} \times 100$$

$$P = 0.8811 \times 100$$

$$P = 88.11 \%$$

Table 4.3 shows the percentage of student responses about The Factor of Students' Barriers to Online Learning During Pandemic Covid-19, item percentage number 13 "Online learning while at home cuts more of my personal time" is  $P = 91.89 \%$ . The level is Very High, because almost all students answered neutral to this questions. The amount obtained in this statement is as follows:

$$P = \frac{f}{n} \times 100$$

$$P = \frac{170}{185} \times 100$$

$$P = 0.9189 \times 100$$

$$P = 91.89 \%$$

Table 4.3 shows the percentage of student responses about The Factor of Students' Barriers to Online Learning During Pandemic Covid-19, item percentage number 14 "There are more tasks given during online learning and it becomes very difficult than offline learning which is the cause of getting lazy in learning" is  $P = 87.03\%$ . The level is Very High because there are 13 students who agree if during the pandemic their duties are increasing. So, they find it difficult to do it. There are also those who have answered strongly agree as much as 9 students and agree

2 students for this statement. The amount obtained in this statement is as follows:

$$P = \frac{f}{n} \times 100$$

$$P = \frac{161}{185} \times 100$$

$$P = 0.8703 \times 100$$

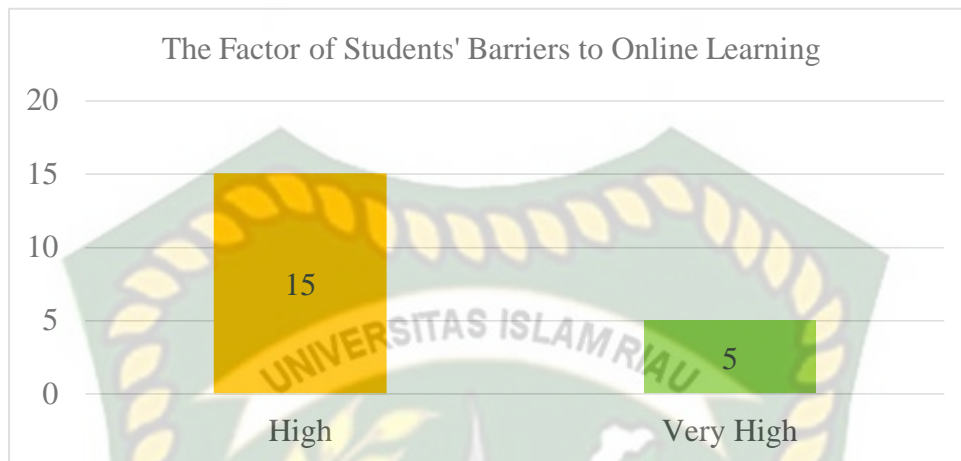
$$P = 87.03 \%$$

Finally, the researcher can find out that all items from number 1 until 20 that the overall percentage is 89.81% at Very High levels. Because of almost every question regarding the factor of students' barriers to online learning during pandemic covid-19, they answered neutral with the amount obtained statements as follows:

$$M = \frac{\sum X}{N}$$

$$M = \frac{1796.22}{20}$$

$$M = 89.81 \%$$



**Figure 4.4 The Scale of Factor Students' Barriers to Online Learning**

#### **4.2 Interpretation of Factor Analysis Results the Factor of Students' Barriers to Online Learning During Pandemic Covid-19**

The following are the result of the analysis Factor Students' Barriers to Online Learning During Pandemic Covid-19 at English Language Education of FKIP UIR data using SPSS.

#### **4.5 Table One-Sample Kolmogorov-Smirnov Test**

	Administrative Issue	Social Interaction	Academic Skills	Technical Skills	Learner Motivation	Time and Support	Access Internet
N	37	37	37	37	37	37	37

Normal Parameters <sup>a</sup>	Mean	3.54	3.46	3.00	3.49	3.35	2.84	3.57
	Std. Deviation	.900	.767	.782	.607	.633	.834	.929
Most Extreme Differences	Absolute	.293	.266	.311	.302	.332	.253	.243
	Positive	.293	.266	.311	.302	.332	.207	.243
	Negative	-.193	-.219	-.257	-.288	-.235	-.253	-.166
Kolmogorov-Smirnov Z		1.785	1.617	1.891	1.839	2.020	1.538	1.477
Asymp. Sig. (2-tailed)		.003	.011	.002	.002	.001	.018	.025

The provisions in this One-Sample Kolmogorov-Smirnov Test, if the value of sig > 0.05 then the distribution is normal, but if the value of sig > 0.05 the value is not a normal distribution. So, we can see from the significant value in this

One-Sample Kolmogorov-Smirnov Test table  $> 0.05$ , it can be concluded that this test distribution is Normal.

#### 4.6 Table KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.622	
Bartlett's Test of Sphericity	Approx. Chi-Square	75.149
	Df	28
	Sig.	.000

KMO and Bartlett's output is used to determine the feasibility of a variable whether it can be further processed or not by using this factor analysis technique or not by looking at the KMO MSA value. If the KMO MSA value is greater than 0.05 then the factor analysis technique can be continued. Based on this output, it can be seen that the KMO MSA value is  $0.622 > 0.50$  and Bartlett's (Sig) value is  $0.000 < 0.05$ . So, factor analysis of this research can be continued because it meets the requirements.

4.7 Table Anti-image Matrices

Anti-image Covariance							
Technical Problem	Cost and Access Internet	Time and Support	Learner Motivation	Technical Skills	Academic Skills	Social Interaction	Administrative Issue
-.127	.015	.015	-.220	-.080	.162	-.224	.445
-.093	.098	-.040	-.004	-.129	-.025	.566	-.224
-.199	-.108	.121	-.034	-.269	.482	-.025	.162
.160	-.097	-.072	-.020	.564	-.269	-.129	-.080
.030	-.160	-.113	.622	-.020	-.034	-.004	-.220
-.156	.094	.859	-.113	-.072	.121	-.040	.015
-.194	.635	.094	-.160	-.097	-.108	.098	.015
.608	-.194	-.156	.030	.160	-.199	-.093	-.127



Anti-image Correlation									
Technical Problem	Cost and Internet Access	Time and Support	Learner Motivation	Technical Skills	Academic Skills	Social Interaction	Administrative Issue		
-.244	.028	.024	-.418	-.160	.349	-.446	.597 <sup>a</sup>		
-.159	.163	-.058	-.006	-.229	-.049	.706 <sup>a</sup>	-.446		
-.368	-.195	.187	-.061	-.516	.525 <sup>a</sup>	-.049	.349		
.274	-.162	-.104	-.034	.587 <sup>a</sup>	-.516	-.229	-.160		
.049	-.255	-.154	.722 <sup>a</sup>	-.034	-.061	-.006	-.418		
-.216	.127	.594 <sup>a</sup>	-.154	-.104	.187	-.058	.024		
-.313	.690 <sup>a</sup>	.127	-.255	-.162	-.195	.163	.028		
.584 <sup>a</sup>	-.313	-.216	.049	.274	-.368	-.159	-.244		

Anti-Image Matrics output is used for knowing and deterring which variables are appropriate for use in factor analysis. The letter code (<sup>a</sup>) means as a sign for Measure of Sampling Adequacy (MSA). It is known that the MSA value of each studied is as follow: Administrative Issue = 0.597 > 0.50, Social Interaction = 0.706 > 0.50, Academic Skills = 0.525 > 0.50, Technical Skills =

0.587 > 0.50, Learner Motivation = 0.722 > 0.50, Time and Support = 0.594 > 0.50, Cost and Access Internet = 0.690 > 0.50, and Technical Problem = 0.584 > 0.50.

The conditions that must be met in the factor analysis are MSA > 0.50. from the result above, it can be seen that the MSA value for all variables studied is > 0.50, then all variables are eligible for factor analysis. However, if there is a variable that has an MSA < 0.50, it must be re-analyzed.

#### 4.8 Table Communalities

Variables	Initial	Extraction
Administrative Issue	1.000	.750
Social Interaction	1.000	.590
Academic Skills	1.000	.771
Technical Skills	1.000	.503
Learner Motivation	1.000	.526
Time and Support	1.000	.318
Cost and Access Internet	1.000	.591
Technical Problem	1.000	.430

*Note: Extraction Method: Principal Component Analysis > 0.50*

This Communalities table is used to show the value of the variables studied whether they are able to explain the factor or not. The variable is considered capable of explaining the factor if the Extraction value for all variables is greater than 0.50 with the following details: Administrative Issue = 0.750 >

0.50, Social Interaction = 0.590 > 0.50, Academic Skills = 0.503 > 0.50, Technical Skills = 0.503 > 0.50, Learner Motivation = 0.526 > 0.50, Time and Support = 0.318 > 0.50, Cost and Access Internet = 0.591 > 0.50, and Technical Problem = 0.430 > 0.50. Thus, it can be conclude that all variables can be used to explain factors.

**4.9 Table Total Variance Explained**

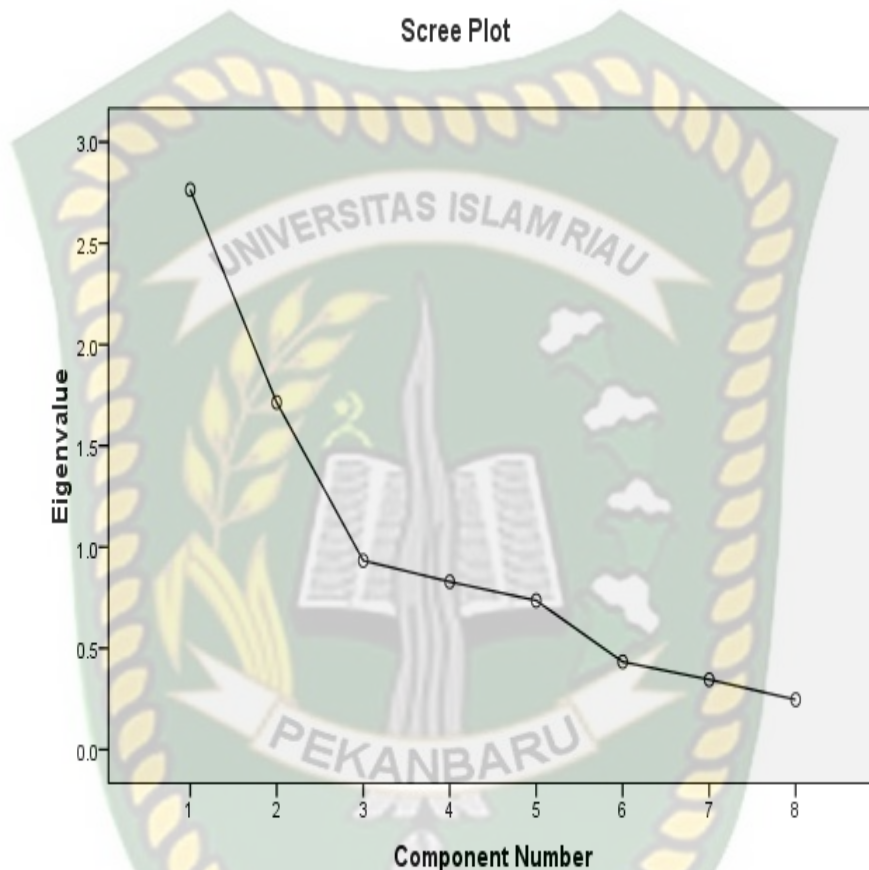
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulati ve %	Total	% of Variance	Cumulati ve %	Total	% of Variance	Cumulati ve %
1	2.765	34.557	34.557	2.765	34.557	34.557	2.258	28.225	28.225
2	1.714	21.428	55.985	1.714	21.428	55.985	2.221	27.760	55.985
3	.933	11.664	67.649						
4	.828	10.354	78.004						
5	.736	9.195	87.199						
6	.433	5.413	92.612						
7	.345	4.314	96.926						
8	.246	3.074	100.000						

*Note: Extraction Method: Principal Component Analysis*

This table is used to show the value of each variable being analyzed. In this study there were 8 variables meaning there were 8 components analyzed. There are two kinds of analysis to explain a variance, namely Initial Eigenvalues and Extraction Sums of Squared Loadings. The Eigenvalue variance shows the formed factor. If all factors are added up, it shows the number of variables, namely  $(2.765 + 1.714 + .933 + .828 + .736 + .433 + .345 + .246 = 8 \text{ variables})$ . While in the Extraction Sums of Squared Loadings section it shows the number of variation or the number of factors that can be formed in the output results above there are 2 variations of factors, namely 2.765 and 1.714.

Based on the “Initial Eigenvalues” table, there are 2 factors that can be formed from the 8 analyzed variables. With the condition to be a factor, then the Eigenvalue must be greater than 1 ( $> 1$ ). Eigenvalue component 1 is 2.765 or  $>1$  then it becomes factor 1 and is able to explain 34.577% variation. While Eigenvalue component 2 is 1.714 or  $>1$  then it becomes factor 2 and is able to explain 21.428% variation. If factor 1 and factor 2 added together, it can explain 55.985 % of the variation. The total value of components 3,4,5,6,7,8 is not calculated because the component’s Eigenvalues 3,4,5,6,7,8  $< 1$  then does not become a factor.

**Figure 4.10 Chart Scree Plot**



This Scree Plot shows the number of factor formed by looking at the component point values that have an Eigenvalue  $>1$ . From the graph above, there are 2 component points that have Eigenvalue  $>1$ , it can be interpreted that there are 2 factors that can be formed.

**4.11 Table Component Matrix<sup>a</sup>**

Variables	Component	
	Factor 1	Factor 2

Learner Motivation	.684	-.241
Social Interaction	.665	-.384
Administrative Issue	.657	-.564
Technical Problem	.647	.110
Technical Skills	.624	.337
Cost and Access Internet	.557	.531
Academic Skills	.476	.738
Time and Support	.281	-.488

*Note: Extraction Method: Principal Component Analysis*

Based on the output above, in this table is used to show the correlation value between each variable and the formed factors. The following explanations: Learner Motivation variable with the factor 1 is 0.684, and the correlation with the factor 2 is -.241. Social Interaction variable with the factor 1 is 0.665, and the correlation with the factor 2 is -.384. Administrative Issue variable with the factor 1 is 0.657, and the correlation with the factor 2 is -.564. Technical Problem variable with the factor 1 is 0.647, and the correlation with the factor 2 is 0.110. Technical Skills variable with the factor 1 is 0.624, and the correlation with the factor 2 is 0.337. Cost and Access Internet variable with the factor 1 is 0.557, and the correlation with the factor 2 is 0.531. Academic Skills variable with the factor 1 is 0.476, and the correlation with the factor 2 is 0.738. Time and Support variable with the factor 1 is 0.281, and the correlation with the factor 2 is -.488.

**4.12 Table Rotated Component Matrix<sup>a</sup>**

Variables	Component	
	Factor 1	Factor 2
Administrative Issue	.864	.050
Social Interaction	.745	.186
Learner Motivation	.659	.302
Time and Support	.542	-.156
Academic Skills	-.170	.862
Cost and Access Internet	.032	.768
Technical Skills	.215	.676
Technical Problem	.389	.528

*Rotation Method: Varimax with Kaiser Normalization*

In the output above there is the result with Rotation converged in 3 iterations. This output is used to ensure that a variable is included in the factor group by looking at the largest correlation between the variables and the factors (components) formed by reading results of the rotation model factor analysis as follows: Administrative Issue variable the correlation value of this variable with a factor of 1 = 0.864 and factor 2 = 0.50. Because the correlation value of factor 1 is greater than factor 2, the Administrative Issue variable belongs to group 1. Social Interaction variable the correlation value of this variable with a factor of 1 = 0.745 and factor 2 = 0.186. Because the correlation value of factor 1 is greater than factor 2, the Social Interaction variable belongs to group 1. Learner Motivation

variable the correlation value of this variable with a factor 1 = 0.659 and factor 2 = 0.302. Because the correlation value of factor 1 is greater than factor 2, the Learner Motivation variable belongs to group 1. Time and Support variable the correlation value of this variable with a factor 1 = 0.542 and factor 2 = -.156. Because the correlation value of factor 1 is greater than factor 2, the Time and Support variable belongs to group 1. Academic Skills variable the correlation value of this variable with a factor 1 = -.170 and factor 2 = 0.862. Because the correlation value of factor 2 is greater than factor 1, the Academic Skills variable belongs to group 2. Cost and Access Internet variable the correlation value of this variable with a factor 1 = 0.032 and factor 2 = 0.768. Because the correlation value of factor 2 is greater than factor 1, the Cost and Access Internet variable belongs to group 2. Technical Skills variable the correlation value of this variable with a factor 1 = 0.215 and factor 2 = 0.676. Because the correlation value of factor 2 is greater than factor 1, the Technical Skills Variable belongs to group 2. Technical Problem variable the correlation value of this variable with a factor 1 = 0.389 and factor 2 = 0.528. Because the correlation value of factor 2 is greater than factor 1, the Technical Problems variable belongs to group 2.

#### 4.13 Table Component Transformation Matrix

Component	Factor 1	Factor 2
1	.720	.694
2	-.694	.720



Based on the output above, it shows that in component 1 the correlation value is 0.720 is greater than 0.5 and component 2 the correlation value is 0.720 > 0.5. because the correlation value of all components is >0.5, it can be concluded that the two factors formed are feasible to summarize the eight variables analyzed.

Based on the results of all the data in each of the tables above, it can be concluded that: the significant value based One-Sample Kolmogorov-Smirnov Test table > 0.05. So, the test distribution is Normal. Based on the KMO MSA table the value is 0.622 > 0.50 and Bartlett's (Sig) value is 0.000 < 0.05. So, factor analysis of this research can be continued because it meets the requirements. Based on the Anti-Image Matrix, the factor analysis are MSA > 0.50. So, if the MSA value for all variables studied is > 0.50, then all variables are eligible for factor analysis. Based on the Communalities table, for the factor if the Extraction value for all variables is greater than 0.50, so it can be conclude that all variables can be used to explain factors. Based on the Total Variance Explained table, the Initial Eigenvalues there are 2 factors (component 1 and component 2) that can be formed from the 8 analyzed variables with the condition to be a factor, then the Eigenvalue must be greater than 1. The Eigenvalue component 1 is 2.765 or >1 then it becomes factor 1 and is able to explain 34.577% variation. While the Eigenvalue component 2 is 1.714 or >1 then it becomes factor 2 and is able to explain 21.428% variation. If factor 1 and factor 2 added together, it can explain 55.985 % of the variation. Because the component's Eigenvalues 3,4,5,6,7,8 < 1 then does not become a factor. Based on Scree Plot graph, there are 2 component points that have Eigenvalue >1, it can be interpreted that there are 2 factors that

can be formed. Based on the Component Matrix table, in the table is used to show the correlation value between each variable and the formed factors. For example: Learner Motivation variable with the factor 1 is 0.684, and the correlation with the factor 2 is -.241. Based on the Rotated Component Matrix<sup>a</sup> table, the output is used to ensure that a variable is included in the factor group by looking at the largest correlation between the variables and the factors (components) formed by reading results of the rotation model factor analysis, for example: Administrative Issue variable the correlation value of this variable with a factor of 1 = 0.864 and factor 2 = 0.50. Because the correlation value of factor 1 is greater than factor 2, the Administrative Issue variable belongs to group 1. Based on the Component Transformation Matrix, the output it shows that in component 1 the correlation value is 0.720 is greater than 0.5 and component 2 the correlation value is 0.720 > 0.5. So, it can be concluded that the two factors formed are feasible to summarize the eight variables analyzed.

**Table 4.14 Table of Respondents Answer**

Name	Respondents Answer																				Score																		
	The issue of campus Administrative costs (SPP)		Lack of communication		Students are very active in		Lecturers are very passive in		The material presented by the		The lecturer explains the		The language used by the		The inability of students to		Lecturers are able to use		Lecturers and students are			Lack of personal motivation		Online learning while at		There are more tasks given		Lack of support from family		Distraction during studying		Internet access lack to		Internet access costs too		Lack of platforms and		Need technical assistance	
	5	5	4	4	3	2	3	2	4	4	3	4	4	3	4	4	3	4	3	4		4	3	3	5	2	3	2	2	3	2	2	3	2	3	2	65		
Teri Wahyuni	3	3	2	4	3	3	2	4	4	4	4	4	3	4	4	3	4	4	3	4	4	3	3	5	2	3	2	2	3	2	3	2	3	2	60				
Yulia Winarni	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	59				
Trie Hayatun	3	2	4	4	3	3	3	4	3	4	3	2	2	5	2	3	2	2	3	4	61																		
Najwa Fitria H.	5	4	5	5	5	5	5	5	5	5	5	5	5	1	5	1	5	5	5	5	5	2	88																
Bram	3	2	3	3	3	3	3	4	3	4	4	3	3	4	2	4	4	4	4	3	66																		
Sekar Fitriandini	4	3	4	2	2	2	3	2	3	3	3	4	4	4	3	4	3	4	3	64																			
Milgo Maulana	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60																		
Rio Eldi Saputra	3	5	3	4	3	5	4	2	4	4	1	4	3	2	4	5	5	2	4	4	71																		
Raudhotul H.	4	2	4	2	3	2	4	4	4	4	4	3	4	4	4	4	3	4	3	70																			
Zelin Ramayani	4	1	4	2	3	2	2	2	3	3	1	4	5	5	3	5	3	5	3	3	63																		
Rohadatul Aisy																																							

Novia Wardhani	3	3	3	2	4	3	3	4	4	4	4	4	3	3	4	2	2	3	4	3	4	65
Mei Valentin	4	2	3	3	2	3	3	3	4	4	4	4	3	3	5	4	5	5	1	4	3	68
Nova Syafitri	3	2	4	3	2	4	3	4	4	2	4	4	2	5	4	4	5	4	2	5	70	
Nadana Sabila	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	59
Nur wafiah	4	2	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	59
Mila Veronica	3	3	4	3	4	3	4	3	4	3	3	3	4	3	3	3	3	3	3	3	4	66
Widya astuti	4	2	4	4	3	3	3	2	3	4	4	3	3	4	3	3	3	4	4	4	4	67
Mhd. Zarkasih	2	4	2	4	2	4	4	4	4	4	4	4	2	2	4	2	5	5	1	4	4	67
Yola Apri	3	3	3	2	2	4	4	4	3	4	4	3	2	4	2	4	4	4	4	4	3	66
Zulhanizah Dias	3	3	2	3	4	2	2	3	3	3	3	4	3	3	1	2	5	4	2	4	59	
Wahyu Oslan R.	5	1	3	3	3	3	3	3	3	2	3	4	2	3	3	3	3	2	3	3	58	
M. Jodi saputra	3	3	4	2	3	3	3	3	4	3	4	4	4	5	3	5	4	4	4	3	4	71
Widuri Irmalia	4	3	4	2	5	3	3	3	4	4	4	3	2	5	2	4	4	4	4	2	2	67
Rahmad Rivaldo	5	2	4	3	4	2	3	2	3	3	3	4	3	4	4	4	4	4	4	4	3	68
Via Elmanisa	5	3	5	4	4	3	4	3	4	3	1	4	3	3	4	3	5	2	5	4	72	
Nadana Sabila	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	59
Winda papodi	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60
Safira M.	3	4	3	3	3	3	4	4	4	4	4	4	4	3	4	3	4	3	3	4	4	71
Sinta Indah N.	5	2	5	3	3	3	4	4	4	3	4	3	3	3	2	3	4	5	3	3	69	
Salsabila Indah	3	3	3	3	2	2	3	2	2	4	3	3	3	4	2	4	4	4	4	3	4	61

Resti Prastica	5	2	3	4	4	3	4	4	3	4	4	4	3	5	3	5	4	4	4	4	76
Syarisma Novita	3	3	4	3	4	4	4	4	4	4	4	3	2	4	2	4	4	4	3	3	70
Niken Larasati	4	3	3	3	3	3	3	3	4	4	4	3	3	3	3	3	4	4	3	4	67
Nalita Gustina	3	5	3	2	3	2	3	3	3	5	4	3	3	4	3	4	3	4	3	4	67
Nabilla C.	3	1	3	3	4	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	58
Rindi Antika	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80
<b>Total Score</b>																					2447
<b>Score Max</b>																					88
<b>Score Min</b>																					58
<b>Mean</b>																					66,13



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1 Conclusion

Based on a total of 37 students from 45 samples who answered the analysis Factor of Students' Barriers to Online Learning During Pandemic Covid-19 at English Education of FKIP UIR, it can be concluded that by looking at the overall result was 89.81% with a very high level with two barriers factor of students' barriers to online learning during pandemic covid-19 at English Education of FKIP UIR based on Anti-Image Matrix<sup>a</sup>, namely Social Interaction = 0.706 > 0.50 and Learner Motivation = 0.722 > 0.50, because based on Measure of Sampling Adequacy (MSA) the value of variable must be greater than zero point fifty (>0.50).

So, the researcher can be concluded that overall the results of the data analysis using SPSS version 16, learner motivation and social interaction are the main factors in Factor of Students' Barriers to Online Learning During Pandemic Covid-19 at English Education of FKIP UIR.

#### 5.2 Suggestion

Suggestion that can be given from the results of the Factor of Students' Barriers to Online Learning During Pandemic Covid-19 at English Education of FKIP UIR are the follow as:

Every students must be able to interact well with friends in the teaching and learning process even though it is done online where there is a pandemic covid-19 like this, this aims to create good communication with one another so that they can support each other from friends, parents and also lecturer in learning useful for increasing student motivation. This is because the online teaching learning process is much different from learning in the class. Thus, students motivation in learning is greatly reduced than usual.

In addition to learning motivation and good social interaction, other skills are needed like as mastering learning materials and being able to use online learning media properly so that the objectives of teaching and learning process during pandemic covid-19 can be achieved.

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