SENIOR HIGH SCHOOL STUDENTS' EMOTIONAL EXPERIENCES, OBSTACLES, AND WAYS TO OVERCOME THE OBSTACLES OF ONLINE ENGLISH LEARNING DURING COVID-19 PANDEMIC:
A NARRATIVE STUDY

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ENGLISH EDUCATION STUDY PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

JEMBER UNIVERSITY

2021

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THESIS

Composed to Fulfill One of the Requirements to Obtain the S1 Degree at the English Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University

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DEDICATION

This thesis is respectively dedicated to:

1. My dearest parents (Suyadi and Siti Al Qomariyah)
2. My lovely brother (Rahmad Hendrawan)

MOTTO

Respect other people's feelings. It might mean nothing to you, but it could mean everything to

them

Roy T. Bennett

STATEMENT OF THESIS AUTHENTICITY

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CONSULTANT APPROVAL

SENIOR HIGH SCHOOL STUDENTS' EMOTIONAL EXPERIENCES, OBSTACLES, AND WAYS TO OVERCOME THE OBSTACLES OF ONLINE ENGLISH LEARNING DURING COVID-19 PANDEMIC: A NARRATIVE STUDY

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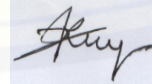|	
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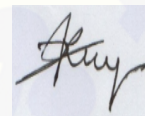
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The Dean of Faculty of Teacher Training and Education,

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ACKNOWLEDGEMENT

First of all, I would like to express the greatest attitude to Allah SWT who has given me His mercy and blessing so that I am able to finish my thesis entitled "Senior High School Students' Emotional Experiences, Obstacles, and Ways to Overcome the Obstacles of Online English Learning during Covid-19 Pandemic: A Narrative Study". Secondly, I would like to express my deepest appreciation and sincere thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of the Language and Arts Education Department.
3. The Chairperson of English Education Study Program.
4. Both my consultants, Prof. Dr. Budi Setyono, M.A and Drs. Sugeng Ariyanto, M.A for their willingness, patience, and suggestions to guide me in accomplishing this thesis. Their valuable guidance and contribution to the writing of this thesis are highly appreciated.
5. All my examiners, Dra. Zakiyah Tasnim, M.A. and Dr. Annur Rofik MA., M.S.c
6. The English Education Program lecturers who have given me support to work harder and think positively in my attempt to complete this thesis.
7. The principal of SMAN 2 Jember, the English teacher, and the students of XI MIPA 1 who are participated in this research.

Finally, I hope this thesis provide some advantages for the writer and the readers. Any constructive suggestions or criticisms is respectfully welcomed and appreciated to make this thesis better.
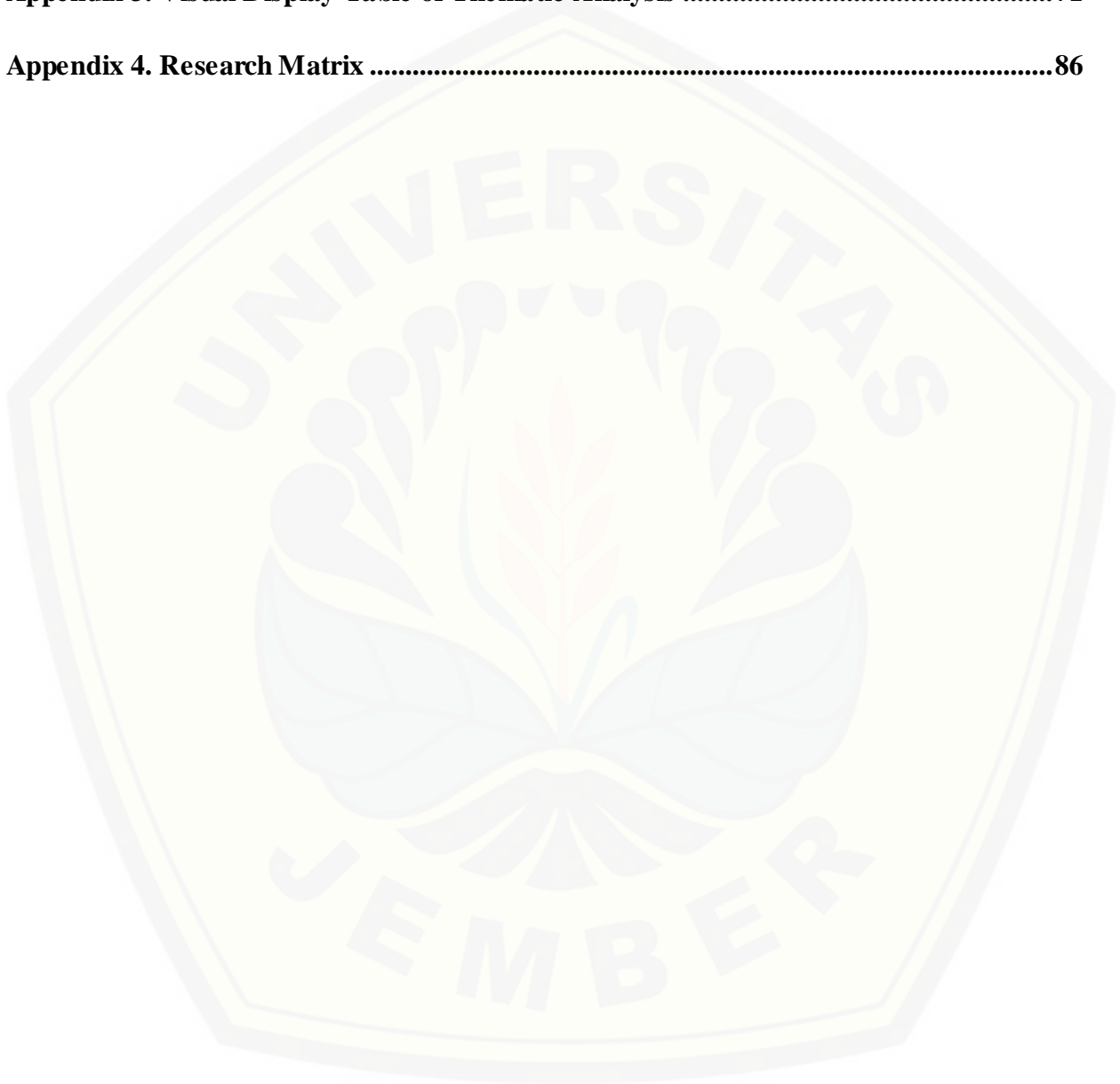
Jember, November 2021

The Writer

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Senior High School Students' Emotional Experiences, Obstacles, and Ways to Overcome the Obstacles of Online English Learning during Covid-19 Pandemic: A Narrative Study; Susanti Dwi Indra Lestari; 170210401038; 86 pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

The covid-19 pandemic has changed almost all aspects of human life, including the economy, social structure, and education. In Indonesia, schools and universities also have experienced significant changes in the system of the instructional process up to the present time. This shift has happened in all courses, including English language teaching and learning. Students may experience positive and negative changes in their emotional aspects during online language learning due to the cessation of social interaction with peers and teachers. Besides, they also might encounter obstacles in which students have never experienced before.

To know students' experiences of online learning, the present study aimed to explore the senior high school students' emotional experiences of online English learning, to describe the obstacles they experience, and to know some ways they overcome the obstacles. I conducted this research at a state senior high school in Jember by involving three participants of XI MIPA 1. This research used a narrative study to explore the story or personal experience directly from the participants. In collecting the data, I employed semi-structured interviews with the students.

In analyzing the data, I employed thematic analysis by following the steps of transcribing the data, coding the data, categorizing the data, finding and analyzing themes. The research findings identified three themes: (1) Students' emotional experiences conveying positive and negative emotions, (2) Students' obstacle, and (3) Students' ways to overcome the obstacles. The findings of the first theme reported three aspects; flexibility, control, and analysis experience (positive and negative). Positive emotion (such as happiness) was due to the freedom to choose the convenient place, shorter learning duration, the teacher's way in delivering the material, the teaching media employed by the teacher, rich learning resources on the internet, scores gained in online learning, and desire to get a satisfactory final result. Meanwhile, the negative emotion (such as sadness) was commonly caused by lack of social interaction with peers, inconvenience of quiz schedule, lack of lesson meeting intensity, monotonous learning activity which lower the interaction between students, inconvenience to contact with the teacher online, and network problems.

Concerning students' obstacles, the findings indicated three aspects: (1) technological issue in which students experienced wi-fi network problem and a lack of electronic devices, (2) cognitive issues where students experience non-optimal knowledge, overloading homework, and lack of feedback, (3) social issue where students show a surprise finding where they do not experience any obstacle about the support from around people. And to overcome such obstacles: (1) ways to overcome technological issue, (2) ways to overcome cognitive issue, and (3) other ways to overcome cognitive issue, students were helped by the support of family, peers, school institution, and internet utilization. They also tried to make peace with own self to overcome their obstacles.
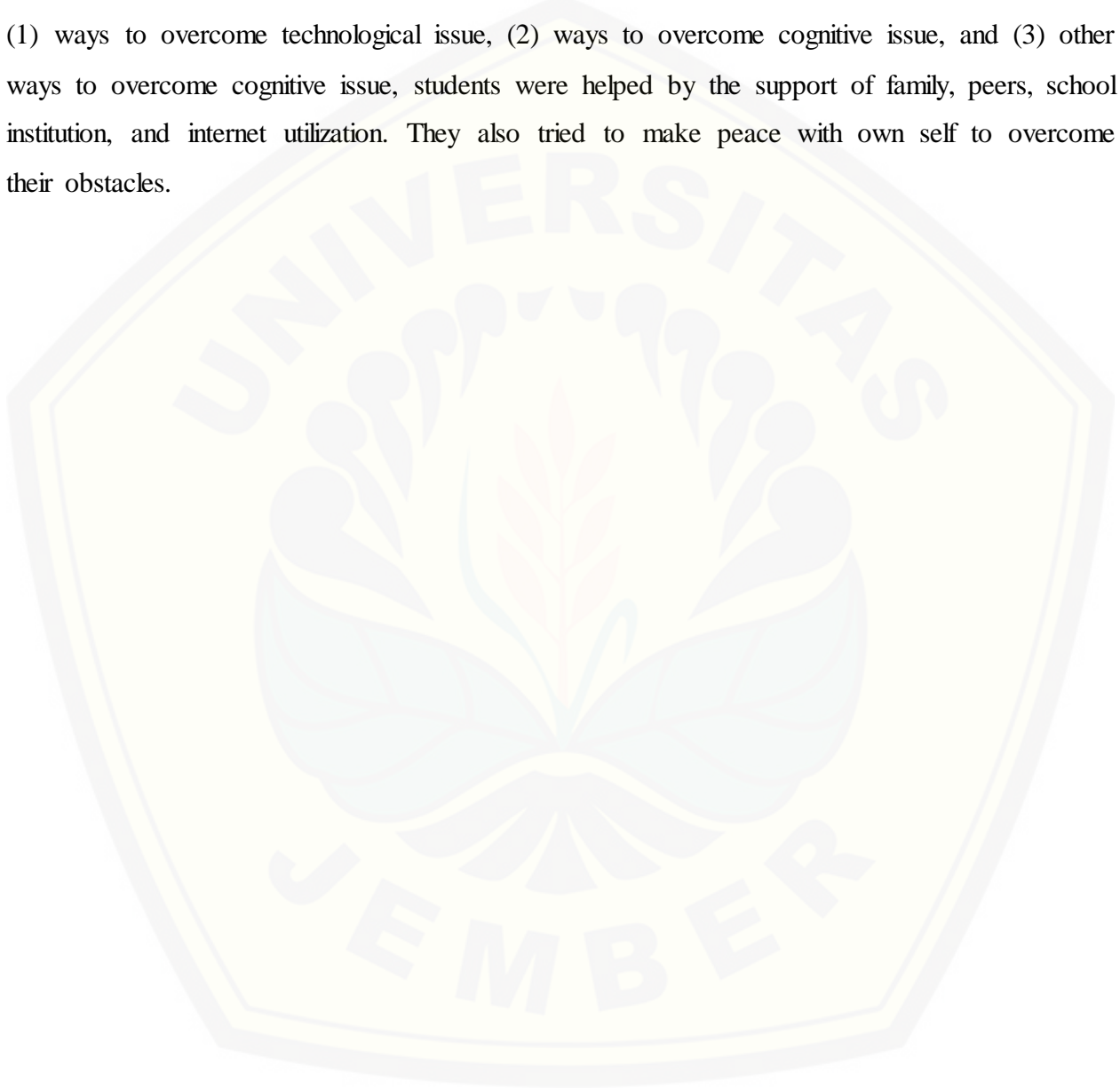
CHAPTER 1

INTRODUCTION

This chapter discusses the research background, research problem, research objective, and research contribution. They are respectively written in the following sections.

1.1 Research Background

The covid-19 pandemic has changed almost all the aspects of life, such as the economy, social structure, and education (Baber, 2020). In Indonesia, like many other countries in the world, schools and universities also experience significant changes in the system of the instructional process. Via the Ministry of Education and Culture policy, schools and universities are not allowed to conduct face-to-face instructional processes and are recommended to use online learning during the Covid-19 outbreak (Supiani, Rafidiyah, Yansyah, Nadia, 2020). This shift has been happening in all courses, including English language teaching and learning. Certainly, this policy will have great impacts on the part of schools, teachers, students, and parents. For schools, they may not be ready to prepare the facilities for online learning in a brief time. Teachers and students may not be skilful enough to conduct online language teaching and learning without any good preparation. Moreover, parents seem to be not ready to guide and accompany their kids to do online learning.

There are some changes that students might experience in online language learning. First, the change of emotion because it is well known that learning environments influence not only on cognitive but also on emotional aspects of learning (Stephan, Markus & Glaser-Zikuda, 2019). Students are very vulnerable to experience emotional changes due to the lack of interpersonal communication during distance learning (AlAteeq, Aljhani, AlEesa, 2020). Students might also experience social loneliness because the cessation of social interaction where they are forced to study virtually (Handel, Stephan, Glaser-Zikuda, Kopp, Bedenlier & Ziegler, 2020). Second, despite the benefits of an online language learning environment, students may experience obstacles that they have never encountered in a traditional learning environment, negatively affecting their language learning performance (Sun, 2014). For instance, Drane, Vernon, and O'Shea (2020) argued that students may struggle concerning technological issues and may even struggle to overcome emotional instability while participating in online learning. Therefore, Sokal, Trudel, & Babb (2020) states that during distance learning, the teacher must find

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appropriate ways to promote the learning process academically and socio-emotionally to maintain the students' motivation.

During Covid-19 pandemic, online learning system has become a trend in the world of education. Due to this, a great number of recent studies explore the emotional experiences of online learning encountered by students. Some online learning studies which involved undergraduate and postgraduate students in Saudi Arabia, West B engal, Australia, Jordan, and Indonesia (e.g., AlAteeq, Aljhani, AlEesa, 2020; Kapasia et al. 2020; Supiani, Rafidiyah, Yansyah, Nadia, 2020; Haider and Salman 2020; and Hastowohadi, Setyaningrum, &Pangesti, 2020) reached the same result that most of the students experienced nervousness, stress, anguish, depression, anxiety, loneliness, sadness, disappointment, inconvenience, and boredom. Some of them also faced numerous obstacles concerned with inadequate internet access and an unpleasant home learning environment. Besides, some other studies of undergraduate students in Jordan and South Korea (e.g., Alqudah et al. 2020; and Shim and Lee 2020) also drew a similar conclusion that students encountered convenience in time and place. On the other side, however, they felt dissatisfied due to lack of skills, network instability, unilateral interactions, and reduced concentration. Furthermore, several studies of undergraduate and doctoral students in New Zealand, Saudi Arabia and the Netherlands, and Indonesia (e.g., Puspitasari, Rahayu, Rohmatunnazilah, & Suwarno. 2020; Taloko, Putra, Hartanto, 2020; and Nurfaidah, Tambunan, Yonata, Kurniawati, & Lestariyana,. 2020) also reached the same findings that students experienced dissatisfaction, unconfident, anxiety, worries, disappointment, and sadness during the learning process. However, they could overcome their challenges with the support of lecturers, peers, and the university.

Based on the findings of previous studies, it is concluded that most studies focused on emotional experiences encountered by undergraduate students during online learning in Covid-19 pandemic. However, there are no previous studies that I have reviewed simultaneously examined the obstacles and ways of overcoming them in the context of online language learning in public senior high school. Therefore, to fill the gaps, the present study investigates the senior high school students' emotional experiences of online English learning, obstacles, and ways to overcome them during covid-19 pandemic.

1.2 Research Problem

The research questions are formulated as follows:

1. How are senior high school students' emotional experiences of online English learning during Covid-19 pandemic?

2. What obstacles do senior high school students experience during online English learning?

3. How do senior high school students overcome the obstacles of online English learning?

1.3 Research Objective

This research aims to: (1) explore the senior high school students' emotional experiences of online English learning during Covid-19 pandemic, (2) describe the obstacles experienced by senior high school students during online English learning, and (3) know ways they overcome the obstacles of online English learning.

1.4 Research Contributions

The findings of the present study are expected to give practical and empirical contributions. In reference to the practical contribution, the result of this research is expected to give the English teachers' useful information concerning students' emotional experiences of online English learning during Covid-19 pandemic, information about obstacles they had, and information about some ways they overcome the obstacles in online English learning. This information will be useful for the English teachers in managing students' emotions during online English learning.

Concerning the empirical contribution, the result of this research provides new literature for the next researcher that uncover previously unknown information about the context as it delivered evidence-based qualitative analysis pertinent to online EFL learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some aspects related to the research; online learning, emotion and its role on language learning, students' emotional experiences of English learning, students' obstacle of online language learning, and previous studies on students' emotional experiences of online learning during Covid-19 pandemic. They are respectively written in the following sections.

2.1. Online Learning

Theoretically, the concept of online learning is comprehensive. Online learning is conceived as one of the results of technology development in the educational field, which has enhanced learning mechanisms through the internet (Fandino, Munoz, Velandia, 2019). Particia (2020) argues that online learning is learning where students and teachers are physically distant and require a delivery method mediated by technology. In other words, online learning uses technology as a means of the instructional process between teacher and student.

Azlan et al. (2020) state that online learning can be categorized into synchronous and asynchronous learning using different devices, such as mobile phones, laptops, and computers. Synchronous learning is learning where teachers and students interact or discuss in real-time at the same time. In a virtual classroom, for example, students are allowed to watch the teacher's live video. It provides a lot of opportunities for having interaction with the teacher and fellow students. Moreover, synchronous learning offers students instant feedback so that it can help solve their problems faced during learning. However, it can be problematic for students in this learning environment because they are tied to time and the technology availability at a scheduled time.

Meanwhile, asynchronous learning is learning where the materials are not available in the form of a live classroom. However, it provides readily available materials for students in the form of video lessons, PowerPoint presentations, and articles. In this learning environment, students are not limited by time and can access the material at their leisure and convenience. As a result, there is no chance for students to receive instant feedback. Moreover, this learning

environment lacks opportunities for social interaction. So, students need to find ways to communicate on their own.

Thus, it can be concluded that each type of online learning has its advantages and disadvantages. In this pandemic situation, teachers need to consider the types of learning that will be adapted to create effective learning.

2.2. Emotion and Its Role on Language Learning

Emotion is the main aspect of human communication that commonly emerges through verbal interaction (Perez-Garca & Sanchez, 2019). In academic context, however, emotions are said to be the result of students' evaluations of specific situations while learning (Pekrun, Goetz, Titz, Perry, 2002). These evaluations are affected by prior experience, social context and by personal goals (Pekrun, Goetz, Titz, & Perry, 2002; Sansone & Thoman, 2005). In language classroom, emotions can be triggered by interactions with the teacher, peers, or learning materials, or they can be triggered by the students' own feelings (Sansone; Thoman, 2005 & Scherer, 2005). In short, emotion can be defined as feelings of happiness and sadness which can be caused by the situation that students are in or the people that students are with.

Emotion is categorized as negative and positive emotion (Pekrun, Goetz, Titz, & Perry, 2002). Negative emotions such as anxiety, boredom, exhaustion, inconvenience, loneliness, and hopelessness have a negative correlation with interest and effort, whilst positive emotions such as enjoyment, confidence, and hope have a positive correlation with the motivation factors. In English class, emotional experiences play a significant role and have an impact on students' English achievement. Schutz & Pekrun (2007) reveal that due to the classroom is an emotional place, it can have an impact on student's emotions on learning process, motivation, performance, identity development, and even health. Emotions can also result in students' particular motivational behavior such as continuing to try to solve a specific learning task, or stopping to try due to a negative emotion (Scherer 2016). Furthermore, Ismail (2015) suggested that that the emotion experienced by the students during foreign language learning are then crucial to be understood so that language teachers can adjust their approach to reduce the negative affect emotions can have on learners' motivational energy and increase the promotion of those

emotions which can activate learners' motivation. Thus, it can be concluded that the role of emotions is very significant to the students' learning process.

2.3. Students' Emotional Experiences of English Learning

Emotions play a significant role in learning in general, and foreign language learning in particular. Due to little studies investigated the students' emotional experience in online English learning, these several previous studies portrayed the students' emotional experiences of English learning in traditional learning environment. Pishghadam, Zabetipour, & Aminzadeh (2016) investigated how language skills affect EFL learners' emotions. Findings indicated that EFL learners experienced angry, ashamed, bored, and hopeless about their listening skills, but they experienced enjoyment and pride about their speaking abilities. Writing skills, on the other hand, is associated with a higher level of negative emotions such as boredom, hopelessness, and anger. Concerning reading skill, the findings indicated that reading can be regarded as a neutral skill in eliciting negative or positive emotions.

Ismail (2015) investigates class academic emotions and their contributions to Saudi EFL students' English achievement. Using Pekrun's (2006) framework, which includes eight positive and negative emotions, it is found that there was strong and significant correlation between academic emotions and English achievement. The results of this study revealed that some positive and negative academic emotions (enjoyment, pride, shame and hopeless) were predictors of students' English achievement. Ross & Rivers (2018) examined the emotional experiences of a small group of eight university-level ESL learners in their various social interactions outside of the classroom. Most students felt both positive and negative emotions, such as hope, enjoyment, and frustation. Their emotional experiences outside of the classroom were extremely intense when compared to their emotional experiences inside the formal language-learning classroom. Besides, another aspect outlined by the study was how learners' emotional experiences influenced their enterprise in the language learning. For instance, a student's motivation to improve as an English user remained high throughout the study, but her enterprise in the process waned over the course of six months, and she later returned to her home country. As a result, her frustration shifted her enterprise in language learning.

Besides, Reilly & Rosas (2019) also investigate university students' reports of eight achievement emotions in their EFL classes in Mexico. Using Pekrun's (2006) framework, the findings show that learners experience significantly higher rates of enjoyment, hope, and pride in their English classes, whereas three negative emotions, anger, shame, and boredom, were measured as highly as anxiety. There was no gender differences in the eight emotions studied. Analyses revealed, however, that two cohorts (low achievers and students in higher semesters) encountered significant negative emotions than high achievers and first-semester students.

Lopez (2015) examined the effects of emotions on students' motivational behavior in their language learning process. The findings showed that emotions are a source of development for students and can support them become more motivated. Besides, both positive and negative emotions can assist students improve awareness, responsibility, and involvement to their language learning process.

From those studies, it can be inferred that it is essential to help students manage and control their emotions especially during this online language classrooms. Language teachers must consider the potential effects of language skills, learning activities, or interaction on learners' emotions, as well as every aspect or factor that can affect and manipulate learners' emotions, in order to build a positive emotional state and safe environment for their students' optimal learning development.

4.4 Students' Obstacles of Online English Learning

Despite the emotional aspects, online language learning also impact on students to experience more obstacle than in traditional learning. Some previous studies have investigated the students' obstacle of English learning in the context of online learning environment. In Nartiningrum & Nugroho's study (2020), students having obstacles with unstable network connection, lack of social interaction with peers and teacher, difficulty in understanding the material, become lazier caused by less control and guidance from teacher. Besides, another study also found the similar result that students encountered obstacles concerning speed internet connection, overloading assignments, lack of language practice, and lack of interaction between teacher and student (Famularsih, 2020). In Efriana' (2021) study, it was reported that most students faced numerous obstacles dealing with technological issue which were bad network and

lack of electronic device. Most of them live in rural areas and this made them difficult to fulfill the technological needs of online learning. Moreover, they were less enthusiastic to participate in online English class because they perceived that online learning was boring.

In addition, undergraduate students also experienced obstacles of online English class during this time of pandemic. They experienced unstable internet connection, losing concentration because starring at the screen of hand-phone or laptop, and spending more money to buy data package (Zahro, 2021). Another study also found the similar result that most students faced some obstacles in online English learning such as poor internet connection, lack of motivation, easily getting distracted, and more stress due to overloading homework by the teacher (Yuzulia, 2021).

4.5 Previous Studies on Students' Emotional Experiences of Online Learning during Covid-19 Pandemic

In recent years, past studies on students' emotional experiences of online learning in some majors during Covid-19 pandemic have been investigated.

To begin with, Alqudah et al. (2020) evaluated the online learning experience among 23 Jordanian academic ophthalmologists using a cross-sectional survey. After analyzing the questionnaire, the findings showed that students encountered convenience in time and place. At the same time, the main challenge was students' lack of skills that promoted their dissatisfaction with virtual learning. However, although most students were not satisfied with online learning as the primary method for undergraduate teaching, they suggested integrating online learning into the curriculum.

AlAteeq et al. (2020) carried a cross-sectional survey to examine students' perceived stress levels during the Covid-19 pandemic. This study included 367 Arabic-speaking students from intermediate school, secondary school, and university in Saudi Arabia. From the 18th to the 28th of March 2020, an online survey consisting of student demographic information, a 5-point Likert scale Questionnaire of Sheldon Cohen's Perceived Stress Scale, and a qualitative exploratory question was delivered via Google Form. According to the statistical analysis performed with SPSS, students commonly encountered depressed, stressed, anxious, fear-ful, angry, unmotivated, and an inability to handle incredible obstacles.

Shim and Lee (2020) analyzed South Korean college students' experiences of emergency remote teaching due to COVID-19 utilizing thematic analysis. The subjects of the study were 393 college students at D University selected by purposeful sampling technique. The result of a semi-structured questionnaire focusing on students' satisfaction with emergency remote teaching reported that students were feeling convenience toward educational environments, smooth interactions, and efficient time utilization. Meanwhile, the dissatisfaction feeling was caused by network instability, unilateral interactions, and reduced concentration.

An online survey by Kapasia et al. (2020) analyzed the impact of online learning on undergraduate and postgraduate students in universities of West Bengal. An online survey employing a structural questionnaire link using 'Google form' was sent to 232 students through WhatsApp and E-mail and conducted from 1 May to 8 May 2020. The result suggested that most students experienced stress, depression, and anxiety. Besides, they also faced numerous problems, inadequate internet access and an unpleasant home learning environment.

Besides, Haider and Salman (2020) used a descriptive survey design to investigate students' emotional and psychological well-being linked with online learning during a pandemic. This study included 775 Jordanian students from two public universities and two private universities. The students' psychological states and online learning data were gathered quantitatively using the snowball sampling method and a Likert-scale questionnaire. According to the data, students viewed online learning as an negative activity, and lengthy use of e-learning devices is likely to result in nervousness, boredom, and stress.

Furthermore, numerous narrative studies were recently conducted to reveal the students' emotional experiences during the Covid-19 pandemic. Hastowohadi et al. (2020) investigate the experiences of five international undergraduate students learning Indonesian (Bahasa Indonesia) during the COVID-19 pandemic. They came from Thailand, Vietnam, Yemen, Sierra Leone, and Japan. Narrative data were collected through in-depth interviews and then analyzed using language appraisal and emotional geography theories. In-depth interviews were used to collect narrative data, then analyzed using language appraisal and emotional geography theories. The results revealed that distant learning impacted students' emotional states, such as sadness, disappointment, boredom, anxiety, which conflicted with their expectations.

Puspitasari et al. (2020) conducted a narrative study to investigate the feelings of two Indonesian undergraduate students who studied in Saudi Arabia and the Netherlands during the COVID-19 pandemic. Data was collected through semi-structured interviews and analyzed using Martin and White's (2005) language appraisal theory, Bourdieu's cultural capital, and Giddens' structuration theories. The findings revealed that participants felt dissatisfied and unconfident during the learning process. They did, however, prove adaptability and ways of coping expressed through self-acceptance.

Supiani et al. (2020) investigated the emotions, challenges, and coping strategies of two Indonesian students taking a doctorate (PhD) degree in Australia during the Covid-19 pandemic. According to the findings of semi-structured interview data, the presence of Covid-19 impacted the participants' emotions and behaviours such as loneliness, stress, and anxiety. The study emphasizes the importance of independence, family support, social support, and university support that the participants required to reduce their anxiety and stress due to some social restrictions during the Covid-19 pandemic, particularly for extroverts.

Nurfaidah et al. (2020) conducted a narrative study to investigate students' emotional experiences of Thai undergraduate students studying in Indonesia who encountered virtual service-learning (KKN-V) due to the Covid-19 pandemic. The data from two participants' reflections and semi-structured interviews were thematically analyzed and found two main themes: students' positive and negative emotions. Despite their disappointment, sadness, and anxiety during the early phase of digital classrooms, the results reveal that the students eventually admitted that virtual learning could stimulate their creativity. The students also faced several challenges, including poor internet connectivity, technological competency, confidence, and time management. Despite this, they overcame the obstacles with the help of the lecturer and their peers.

Last, Taloko et al. (2020) investigate the emotional experiences of a female Indonesian doctoral student in New Zealand during the pandemic. The findings of several virtual interviews with the participant and data analysis using Hargreaves' emotional geography framework (2001) revealed that the student initially encountered unconfident, anxiety and worries in dealing with the lockdown situation. However, both internal and external factors assisted her in improving her emotional intelligence. The thought of not finishing the thesis on time aids her in maintaining her

motivation. She also felt happy and at convenience because of the social group formed by the apartment's tenant. Several online learning activities held by the university help her maintain students' emotions.

From those previous studies, it can be concluded that students experienced positive and negative emotions, obstacles, and ways to overcome the obstacles over online language learning during the Covid-19 outbreak. Most of the studies focused on undergraduate and postgraduate students in foreign coutries, undergraduate international students in Indonesia, and undergraduate and doctoral Indonesian. However, there was no study examined EFL secondary school students in Indonesia. Therefore, the present study investigates emotional experiences during the Covid-19 pandemic in the context of senior high school students.
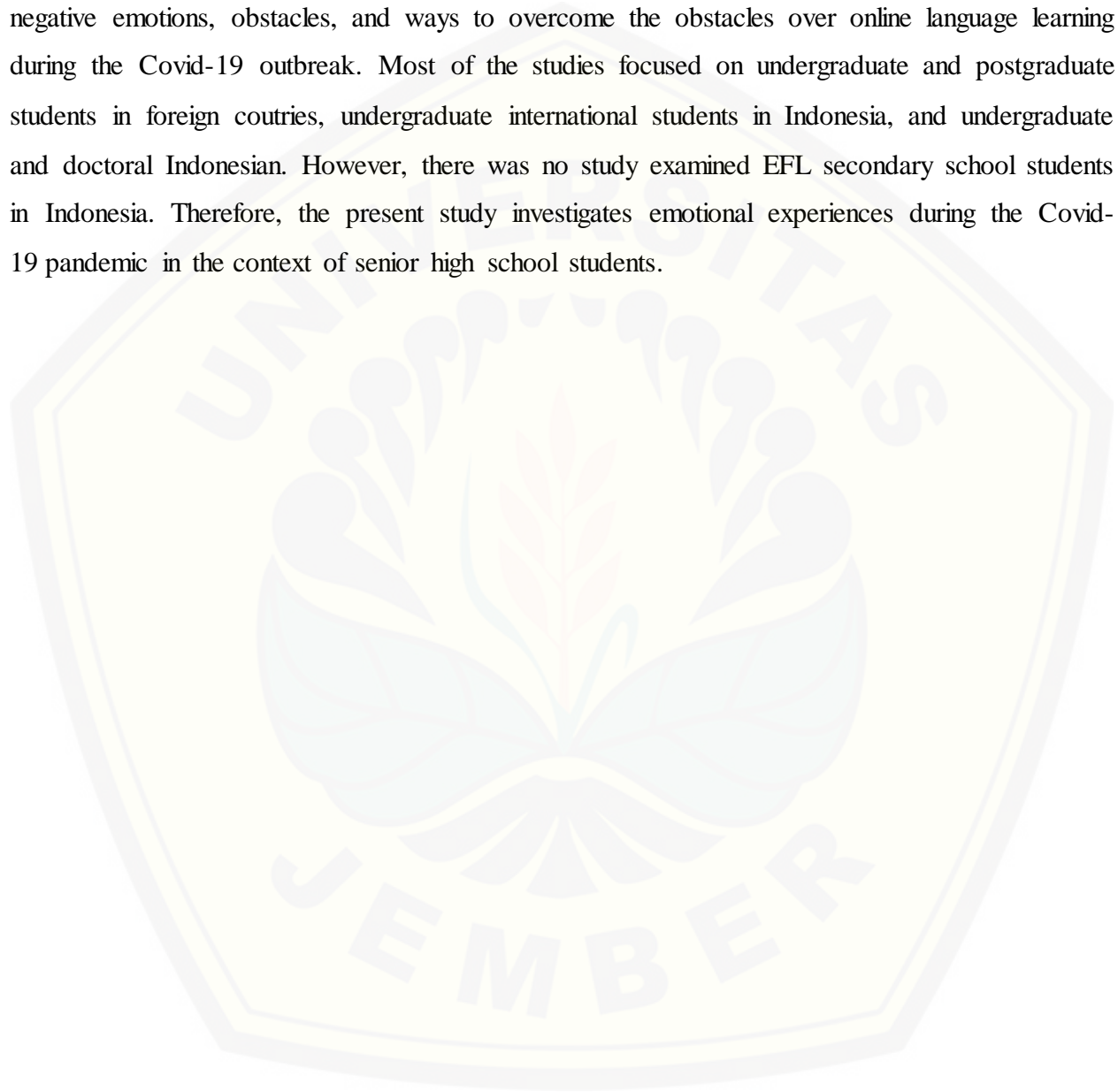
CHAPTER III

RESEARCH METHODOLOGY

This chapter presents some aspects related to the research method: research design, research context, research participant, data collection method, and data analysis. They are respectively written in the following sections.

3.1. Research Design

This research aimed to explore the senior high school students' emotional experiences of online English learning, to describe their obstacles, and to know some ways they overcome the obstacles of online English learning during Covid-19 pandemic. To explore the participant's story or personal experience directly, a narrative study is an appropriate research design to be adopted (Clandinin & Huber, 2010). Through dialogue as a way of communicating the participants' realities to a researcher, the researcher can uncover participants' voices of their experiences (Wang & Geale, 2015). In other words, a narrative study is about collecting and telling the story in detail. It allows the researcher to be the interpreter of the individual's story or experience. In this research, interview data were collected and analyzed to uncover the students' emotional experiences, the kinds of obstacles they experience, and some ways to overcome the obstacles.

3.2. Research Context

The purposeful method was used to choose a context to conduct the present study (Creswell, 2012). There were two main reasons for selecting a Public Senior High School in Jember. First, it was because I got access from the school principal and the English teacher who helped me recruits the participants. Second, this school applied online learning since the Indonesian government recommended this mode because of the Covid-19 pandemic. For those reasons, I was interested in conducting this research in this school.

3.3. Research Participants

To recruit the participants, the purposeful sampling method was used to provide rich information about the topic and a detailed understanding of the phenomenon being investigated

(Creswell, 2012). Based on the English teacher's suggestions, three senior high school students from XI MIPA 1 were chosen for the following reasons. First, these three students were always present during the online English learning. Second, they belonged to active learners, as indicated by their participation in online English learning during the Covid-19 outbreak. Lastly, they had an experience of online English learning before. Therefore, they were believed that they could provide rich information related to their experiences with online English learning.

3.4. Data Collection Method

The data collected in the present study were senior high school students' emotional experiences of online English learning, obstacles of online English learning, and ways to overcome online English learning obstacles. To collect such kinds of data, an interview with the participants was conducted. As Gill, Stewart, Treasure, and Chadwick (2008) stated, the interview is suitable to explore individuals' views, experiences, or beliefs on a specific issue. In this case, a semi-structured interview was used because it enabled the researcher to develop questions to get in-depth information (Gill et al., 2008).

In qualitative research, the researcher generally do not use instrument (e.g., interview) created by other researcher, because they are as a key instrument (Creswell, 2013). Thus, in revealing students' emotional experiences, the interview questions were developed from three indicators: (1) positive and negative flexibililty experience (e.g., time and place), (2) positive and negative control experience (e.g., material delivery, learning activity, involvement, interaction with peers and teacher), and (3) positive and negative analysis experience (e.g., learning outcome) (Cook, 2014). Positive experience includes the feelings of (e.g., enjoyment, pride, gratitude); whereas negative experience includes the feelings of (e.g., anger/frustration, boredom, and disappointment). In revealing students' obstacles, the interview questions were developed from three indicators: (1) social issue relating to the family's support; (2) cognitive issue which relates to the understanding the material, assignments, and feedback; and (3) technological issue, relating to the electronic devices, network connectivity, and technological competency (Ferri, Grifoni, Guzzo, 2020). Lastly, to reveal students' ways to overcome the obstacles, I inductively asked them to tell everything about their ways to overcome the obstacles: (1) ways to overcome technological issue, (2) ways to overcome cognitive issue, (3) ways to overcome social issue.

To have interview data, I prepared a list of open-ended questions (see Appendix 1) developed from students' experiences, that include their emotions, obstacles, and ways of overcoming obstacles during online English learning. The interview was conducted through Phone Calls and was recorded by using a recorder application within the phone. It was also adjusted with the participant's leisure. The three participants were interviewed twice on different days. The first interview took around 30 to 50 minutes for each participant, and the second interview took around 20 minutes. Before the interview began, information concerning the research ethics, such as reasons for involving them to be the participants, keeping their identity confidential, their free participation to join the interview, and their freedom to tell their personal experiences while joining online English class, were shared with the students. The interview was conducted in the Indonesian Language to make it easier for students to express their experiences of online English learning.

3.5. Data Analysis Method

In the present study, the data collected from the interview was analyzed using thematic analysis (Braun & Clark, 2006). The thematic analysis essentially is a methodology for identifying, analyzing, and reporting patterns or themes within data (Braun & Clark, 2006). This method stresses organization and a detailed description of the data set. The steps of thematic analysis are presented in the following figure:
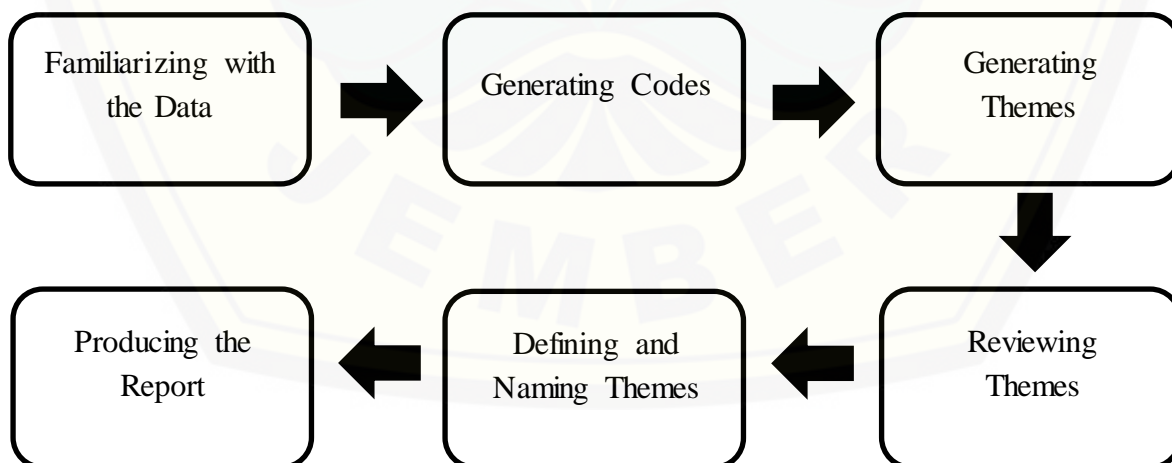
Figure 1. Six phases thematic analysis adopted by Braun & Clark (2006)

Six phases in Figure 1 are described in the following. *First,* in familiarizing myself with the data, I read the interview data repeatedly to form ideas and identify potential patterns. *Second*, having been familiar with the data and has created an initial list of ideas about what is in the data, I refined the data ideas to code. *Third,* I form the themes based on the generated codes. Visual representations are helpful to assist me in classifying the different codes into the themes (e.g. tables). *Fourth,* I recheck the themes to ensure whether they work concerning the coded extracts and the entire data set. *Fifth,* I refine the specifics of each theme by establish its names. *Lastly,* the analysis of the selected excerpt was reviewed whether it already covered ample evidence of the theme and the research questions to produce the final report of analysis.
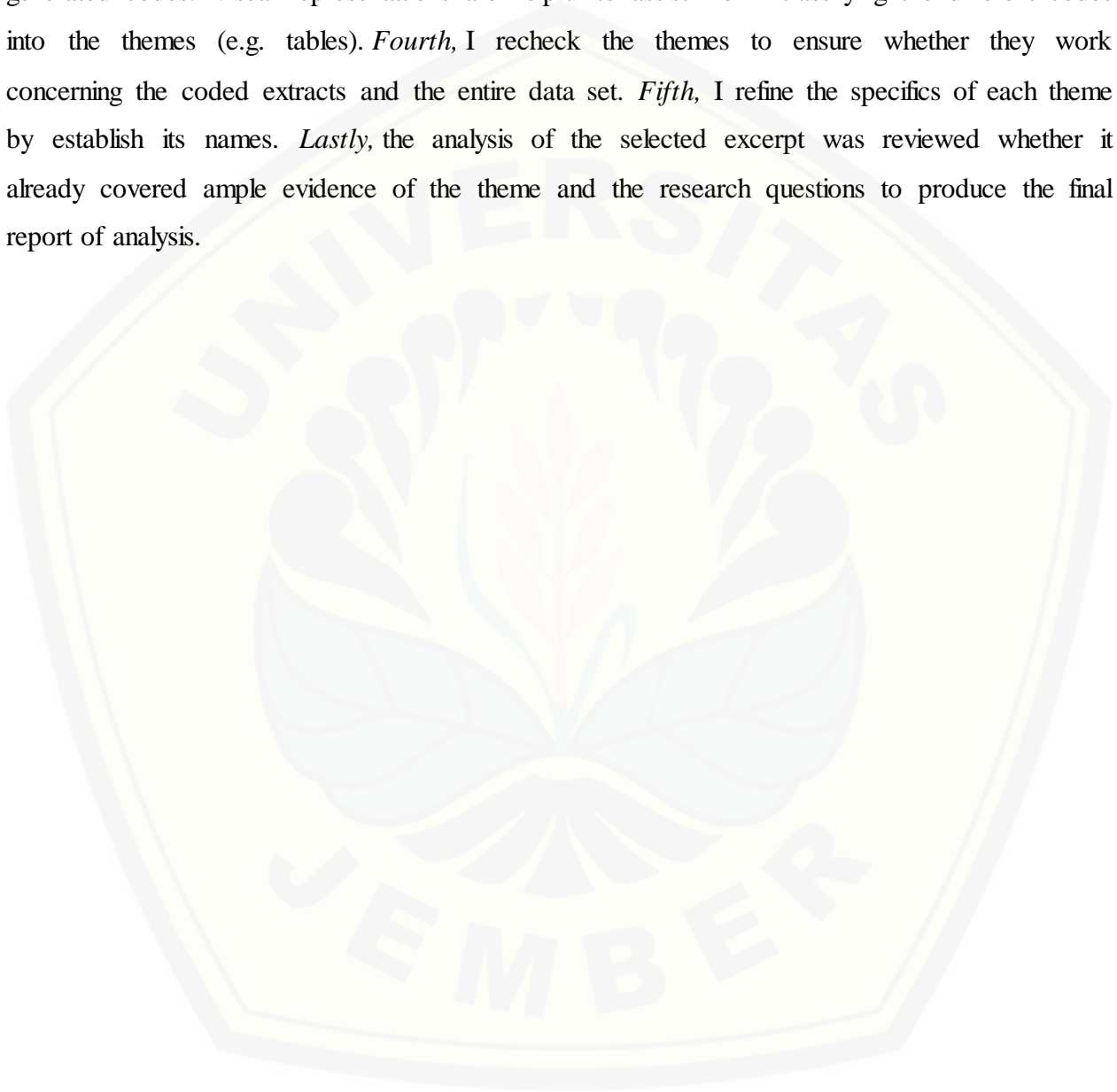
CHAPTER IV

FINDINGS AND DISCUSSION

Based on the result of inductive analysis, it was found that there are three themes of research findings; students' emotional experiences conveying positive and negative emotions, students' obstacles, and students' ways to overcome the obstacles.

Students' emotional experiences are shown from positive and negative aspects of flexibility, control, and analysis experience. In addition, students' obstacles are shown as: technological issue, cognitive issue, and social issue. Meanwhile, students' ways to overcome such obstacles are shown in three aspects: technological, cognitive, and social issues. They are respectively written in the following section.

4.1 Students' Emotional Experiences Conveying Positive and Negative Emotions

4.1.1 Flexibility Experience

a. Positive and Negative Flexibility Experience Dealing with Place of the Lesson

Participant	Data Excerpts
P1	*I like studying at home because I can choose the most relaxing place. So I can sit in sideways or lean back. So I feel more enjoy when I listen to the teacher's explanation. And because my house and environment are quiet, I feel more focused. And the bad thing is I sometimes feel lonely. Because, then, I have many friends but now is alone.*
P2	*Since I always study at my own home, I feel more enjoyable and freer. Moreover, this is a foreign language, so I can pay more attention to how the teacher pronounces English words when I zoom in. Even though sometimes it is disturbed by vehicles passing in front of the house. But if I am asked to choose offline or online, I'm more offline*
P3	*if in terms of place there is a good and bad thing. The good thing is that I can sit and listen to the teacher more relaxed than in class and stay focused. The bad thing is I often feel bored studying English at home because I do not have any friends. I more enjoy learning together rather than alone.*

NB: P1 (Participant 1), P2 (Participant 2), P3 (Participant 3)

Those excerpts illustrated that students experienced both positive and negative emotions, such as enjoyment, focus, loneliness, boredom, and annoyed during the lesson. The positive

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emotions were shown because they were at their own home, made them free to adjust to the best place to support their online language learning. However, despite their comfort of the area, they stated that it made them feel lonely and bored. Their miss feeling of having social interaction with peers generated feeling that online learning was boring. Furthermore, the distraction from the home environment continuously became another negative experience, which made them choose offline rather than online learning.

b. Negative Flexibility Experience Dealing with Place of Quiz and Exam

Participant	Data Excerpts
P1	*For taking quizzes and exams, I feel more comfortable doing them in the classroom, so it's happy to have friends together. I study together before the quiz or exam to ensure my knowledge. Unlike online which demand us to learn by our selves.*
P2	*I prefer to do quizzes and exams in class directly rather than online. I like to do it on paper instead of online, which often wonders if the network suddenly doesn't support it. So I am afraid if it can affect my score.*
P3	*I am not happy about doing quizzes and exam online because it makes me panic if my cellphone or laptop or network is slow suddenly. If the exam has always been done by myself, I do not have a problem wherever it is. But if I am at home, the panic increases, although actually it always run well, but keep fearing that the connection won't support it. Furthermore, the hours are limited.*

The excerpts above told us that students experienced discomfort and dislike in doing quiz and exam online. It was because they had no friends and could not study together before the quiz and exam, which used to make them happy and increased their confidence in their knowledge. On the other side, the anxiety of network distraction and access to electronic devices raised them to panic and fear doing quizzes and exams online, which might affect their scores. Therefore, they stated that it would be better to have quizzes and exams on a piece of paper to avoid technical problems.

Both of the findings above reveal that the learning environment plays a significant role in the students' learning. The flexibility aspect offered by online learning generated various emotions for students. The finding of this study is that students can choose the quietest area, and adjusting the most relaxing position makes them enjoy and be more focused on learning the language. It allows students to learn in a convenient and appropriate place (Shim & Lee, 2020).

Yang, Zhao, Tian, & Xing (2020) reinforce that a quiet environment and best position during the class positively impact the students' concentration. Concentration is essential for increasing learning achievement (Sadiyani, 2018). According to Yang, Zhao, Tian, Xing (2020), one of the main factors influencing learning concentration is the learning environment (i.e., quiet, noisy) and posture (i.e., sitting, standing, and moving). Henceforth, it also relates to this finding that one of the students experience an unfavorable home learning environment that is distracted by the vehicle noise around the house, which breaks her concentration.

Besides, the quiet environment also creates the students' loneliness, making them bored to learn the language because they have no partners to share the discussion with. On the contrary, learning together with their friends make them enjoy and happy. Therefore, in this case, peer influence is an essential factor in motivating students. The importance of motivation in language learning cannot be understated (Oroujlou & Vahedi, 2011). Without motivation, students may struggle to improve their language learning skills (Zoltan, 2003). On the other side, the anxiety affected by technical problems makes them uncomfortable having online learning, especially in quizzes and exams, potentially affecting their academic achievement. It is corroborated by Sitzmann, Ely, Bell, & Bauer (2010) that technical issues can impact learning outcomes. Align with the current finding, (Karaman 2011) also claims that taking a smooth quiz and exam online is more complicated than on paper.

Furthermore, one of the students states that online exam and quiz reduce the students' interaction where they usually study together in the class before the exam is held. They review course materials and communicate with their classmates. Students think they reflect on what they have known related to the exam (Bennett and Stowell, 2010). It is different from online, forcing them to learn independently before the exam because they cannot meet each other. Therefore, this finding contrasts with (Karasman 2011)'s study that online exams encourage social interaction where students prefer to prepare for the exam with peers or experts even in an online environment.

c. Positive and Negative Flexibility Experience Dealing with Time of the Lesson

Participant	Data Excerpts
P1	*for the duration of the class, it's very different from offline. So it was 90 minutes at first, but now it's only 40-60 minutes. I do not have a problem. But I was a bit disappointed because the meeting for each topic only zoomed once. So I think understanding the material is not optimal, especially for complex issues such as cause and effect and exposition material. I think it is necessary to zoom in more than one time.*
P2	*So, since online, the teacher explains the material only once every three weeks, that's for every new chapter. I'm sad because, for some complex materials, we need to meet more than one time. At least per material, we can zoom two times. It's okay even if the time is only for a short time. I'm just happy because I'm also tired of having to keep watching the screen.*
P3	*I'm happy because the duration is not as long online as when we're offline (laughing). So I'm not bored staying in the online class. But sadly, the zoom is only carried out once for each chapter. As a result, I quickly forget what the teacher explained because for the next zoom is the different topic*

Those excerpts portrayed that students experienced sadness and disappointment with the teacher's learning schedule online. It was shown that the students' intensity to be taught by the teacher was very different from offline, where the zoom was only held once every three weeks with 40-60 minutes for each chapter. They were happy and were not a problem to have a short duration during online in the order they were not bored. However, affecting their understanding was not optimal, and they quickly forgot the teacher's explanation, especially for the complex topic. They expected to have more than one meeting with the teacher.

The findings above reveal that the students' ineffectiveness of the lesson schedule experienced has proven that it affects their language learning performance. There was no optimal understanding of a particular topic because the reduction of meeting intensity made the students sad and disappointed. The teacher must consider the time management employed online so the students can still fully understand the materials as in face-to-face learning. Hence, the present finding is surprising. Even though online learning provides lots of free time for students (Dhawan, 2020), students keep expecting a regular virtual classroom with the teacher once every week. However, despite the negative feeling, students stated that they are happy because the

learning duration is not as long as offline, making them bored. It aligns with (Cook 2014) statement that the most significant advantage of online learning is its flexibility for both students and educators to overcome time constraints. It is also in line with the finding by (Shim & Lee, 2020) that online learning is believed to have positive time utilization due to the students have break time between classes. Furthermore, this decrease in learning duration makes them happy since it is known that online learning forces them to look at the screen all day which can affect their eyes health. It is similar to the finding by (Yuzulia 2021) that students suffer from eye strain and headaches due to having to attend Zoom meetings nearly every day.

d. Negative Flexibility Experience Dealing with Time of Quiz and Exam

Participant	Data Excerpts
P1	*And I'm not too fond of the quiz schedule, which is always at night, because I usually use it to rest, do assignments, or sometimes take a walk*
P2	*the quiz schedule is always done at night, 7-9 p.m. I sometimes feel sleepy and tired at night. That's why I prefer the morning quiz because my mind is still fresh. So I hope the teacher doesn't take time outside of class hours. If the exam schedule is the same as offline, it is the policy of the school.*
P3	*I do not have a problem with the time for the quiz, even at night, so I'll be fine whenever it's time. But I still prefer to have quiz in morning. If the exam is the same as offline, it's always morning or afternoon*

Those excerpts illustrated that most students experienced discomfort with the quiz schedule. The alteration quiz's schedule from morning into night raised a negative emotion for the students to follow the quiz. Feeling sleepy, tired, and utilizing the time to do their activity were the main factors that made the students expect to have the quiz in the morning within the offline English schedule. Meanwhile, most students had no problem related to the exam schedule because it was the same as offline.

The finding above shows us that the ineffectiveness of the quiz's schedule potentially affects the students' learning outcomes. In line with the present result, (Feidakis, Daradoumis, Caballa, Conesa, & Conesa, 2014) argue that sleepiness will decrease attention, reducing learning performance. Moreover, this quiz and exam need maximal preparation, either physically

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or cognitively. Therefore, the teacher needs to consider the appropriate quiz schedule so the students can enjoy and maximally doing it.

4.1.1 Control Experience

a. Positive and Negative Control Experience Dealing with Material delivery

Participant	Data Excerpts
P1	*To deliver the material, the teacher only uses PPT through zoom. For me, the PPT is mediocre because it is only full of writing. For accessible materials still support my understanding, but sometimes I do not understand the problematic materials. I'm happy because even though it's online, the way the teacher explains the material is still quite clear, even though it's not as detailed and exciting as when it's offline.*
P2	*The PPT is monotonous, but I do not mind it too much. The important thing is that the ppt content is quite helpful for me in understanding the material. However, sometimes I do not understand the vocabulary written by the teacher. And I tried to open google translate directly. The way to convey it is easy to understand, because the teacher doesn't speak full English, so I'm happy. The teacher is also relaxed, not a scary.*
P3	*Overall, the PPT is easy to understand. Moreover, we can reread it if we have difficulty in doing the assignment. Since this time online is not as long as offline, so the teacher explains the material not in too much detail, rarely adding stories. But I am happy that the material can still be conveyed verbally and in writing that is easily understood because the teacher gives the material always via zoom*

The excerpts above illustrated that teacher only used PowerPoint presentation media to deliver the material. Students said that they didn't matter about monotonous design of PPT and perceived happiness that the PPT given was understandable and quite support to help them understand the material, also it can be reread many times. Furthermore, students also experienced happiness because the teacher explained the material verbally was quite clear and relaxed. On the other side, however, they also felt sadness because the teacher's explanation was not as detailed and exciting as offline.

b. Another Positive and Negative Control Experience Dealing with Material Delivery

Participant	Data Excerpts
P1	*The teacher never gave additional learning resources, so I only learned through PPT and books. I'm a bit disappointed. I hope the teacher can convey the material not only through ppt, so we do not get bored. Moreover now that everything is online, so if the teacher gives a you-tube video, it is good that we can understand the material being taught better.*
P2	*never at all. I also do not have a problem, because we can find it ourselves, especially now that there are so many English learning resources on the internet.*
P3	*There's never been a source of supporting material. My feelings do not matter. It can be found on the internet.*

The excerpts explained that the teacher never provided additional learning resources or media instead of using PPT and course book consistently. As a result, it raised boredom and disappointment for certain student. She sincerely hoped the teacher could utilize the internet to provide numerous online resources such as YouTube videos to enhance their understanding. However, other students argued that they felt confidence since they could find the learning resources by themselves, as they believed that so many English learning resources could be explored on the internet.

The top two findings above conclude that the teaching media used during online language learning affects the students' comprehension and language skills. As the student's statement, they feel happy due to the content material within the PPT is quite understandable. Thus, the teacher's competence in creating and delivering subject content is crucial in assisting students in receiving the full knowledge (Ngugi & Thinguri, 2017). Furthermore, using PPT media to deliver the material provokes the students' satisfaction because the learning material can be repeatedly seen anytime and anywhere. Azlan et al (2020) state that online learning materials allow students to learn at their own pace by viewing the content as many times as they want.

Furthermore, feeling disappointed that they didn't receive additional learning resources, students expect that the teacher can provide them to assist in understanding the material easily. As Puspitarini and Hanif's (2019) argumentation that students can be motivated by employing and introducing contextual interactive media. Teachers' use of English instructional media

especially during this online learning is essential in supporting students in learning language competencies. Receiving an instructional video as the students' expectation in this study, Pebriani (2017) stated that it is one of the most often employed media to involve students in the learning process and effectively delivering the material. On the other side, other students have self-confidence if they have to explore the learning resources by themselves. Students can freely select the learning resources and control their learning pace and paths (Li & Tsai, 2017). The freedom of choosing and controlling can boost students' motivation and expand their learning opportunities (Kopcha & Sullivan, 2008). However, despite it all, the happiness feeling emerges because the teacher's competence of delivering the material is still understandable even though online. It aligns with the statement by (Prozesky, 2000) that an effective teacher can teach something complicated and present it in a way that students can easily understand. Even though they also said that the teacher's explanation is not as detailed as offline.

b. Positive and Negative Control Experience Dealing with Learning Activity

Participant	Data Excerpts
P1	*I can follow it well. But the difference is maybe if I'm online, I'm more bored because while zooming in, the activities are just listening to the teacher's explanation. The teacher has never given games again since being online, whereas it is one of the things that make us excited again when we are bored.* *I want teachers to be more active in creating exciting learning activities to be more motivated to learn languages.*
P2	*Since the zoom is only once every three weeks, I enjoy it. I'm not too bored in participating in the learning activities, although sometimes I also feel bored. But indeed, there is a slight difference in activities during this online. We still often practice dialogue in front of the class in the past, but now we do not. So we never practice directly with the teacher again. I do not have a problem. I realize that maybe the teacher has difficulty handling this online. but I still expect that we can have more varied activities*
P3	*The activities are almost the same as offline but online, the activities are more limited. But I enjoy it. I always follow the class until the end. Because while online, there have never been other activities besides the teacher delivering material and an instructional Q & A for those who want to ask questions*

Those excerpts revealed that students experienced boredom, enjoyment, and hope during the learning activity. As it was showed that online, the learning activity became limited and

made the students bored. The teacher only explained the material and held instructional Q & A without games and actual language practice. In contrast, students stated that playing games could enhance their motivation to follow the learning activity until the end. However, another student said they kept enjoying and not bored because the zoom was only held once every three weeks. They realized that conducting learning activities online was not as easy as offline. But despite all that, they still expect that the teacher could be more creative in creating enjoyable language learning activities to encourage students' motivation to learn the language.

The finding above reveals that online learning activity influences the students' motivation to learn the language. Continuously listening to the teacher's explanation without any games and actual language practice makes the students bored. Furthermore, the present study shows that the learning activity tends to be teacher-centered and omits student-centered. It contrasts with the statement by (Dhawan 2020) that online learning is a tool that can make the teaching-learning process more student-centered and innovative. Nguyen (2017) corroborated that interactive activity is one factor that affects students' learning outcomes. The students stated that they lack actual language practice with the teacher and fellows instead of only listening to the teacher's explanation and proposing the question in Q and A opportunity. Dhawan (2020) argues that the learning process cannot reach its full potential until students practice what they learn. Sometimes, online content is all theoretical, making it difficult for students to practice and learn effectively. The content should be designed so that students can practice and develop their skills. On the other side, even though students said that they enjoy learning online, they sincerely wish to have more varied learning activities to motivate them to learn the language. Thus, online learning activities should be designed to be creative, interactive, student-centered, and group-based (Partlow & Gibbs, 2003).

d. Positive and Negative Control Experience Dealing with Involvement

Participant	Data Excerpts
P1	*I am always present and always listen to the teacher's explanation till the end. Related to asking the question, I have lower participation in questioning because the teacher's response is more apparent offline than online. Moreover, the teacher is not too provoking students to ask questions. So if there is no question, the teacher immediately gives task instructions for the next two weeks. But I always submit the assignment on time, never late, because it can affect the score*

P2	*Because the zoom is only once every three weeks, so I am always present. I have never expressed my opinion in front of my friends because there was never a discussion session. And I have never asked the question to the teacher, either via zoom or via chat. I feel I lack comfortable asking the questions online, and I think if I ask a question online, the answer is maybe not as detailed as when she answer directly. And I am always active in working on and collecting assignments. Because I want to get an excellent final result in my rapport*
P3	*I am always present and follow the lesson until it's finished. I often ask questions even though online because I'm a talkative person. Collecting assignments is also always on time because that's our obligation as students, and in order, I can get a maximal score as I wish. Because if we are late, it can decrease the score*

The excerpts above told us that there was no difference in attendance between online and offline learning experienced by the students. However, most students experienced inconvenience and dissatisfaction in asking the questions online, leading to lower participation. The student also said that the teacher's lack attracts the students' involvement in asking or expressing their ideas in synchronous or asynchronous activities. Having a different statement, one of the students stated that there was no difference between online and offline since she was an active learner. On the other side, the students showed a good attitude regarding the assignments. They always submitted the works on time because they perceived that it was their obligation and the desire to get a good score as it was known that the students' score would be reduced if they submitted the assignment late.

e. **Positive and Negative Control Experience Dealing with Interaction with Peers and Teacher**

Participant	Data Excerpts
P1	*I am not satisfied with online learning because I feel that the interaction is getting more difficult. Moreover when it comes to the teacher, I meet on Zoom only once every three weeks. Then I was also not comfortable having a personal chat with the teacher. But I'm grateful even though I'm online, but my interactions with my friends are still smooth because now many platforms make it easier for us to communicate long-distance. But it's also sad and is not satisfying because I can't meet in person, cannot do the assignment together and tell about anything*
P2	*While zoom, there is no interaction with friends because we only listen to the teacher's explanation without any learning activity that includes the student-student*

	interaction such as discussion or group project. As a result, I sometimes feel bored. If the interaction with the teacher is indeed limited, it's not like offline, where she teaches us every week. Thus I really miss the offline learning situation.
P3	*Direct interaction is indeed reduced. Likewise, the interaction among fellows during the virtual classroom becomes nothing, and it makes me sad. But I always communicate with my friends via WA to discuss anything related to the lesson. So I feel very helpful with applications that are increasingly sophisticated today. Likewise, with the teacher, I usually chat with her to ask questions. Ya, even though it is not as comfortable as face-to-face interaction.*

Those excerpts illustrated that students experienced various feelings dealing with their interaction with fellows and teachers. The sadness emerged because there was no synchronous and asynchronous student-student interaction since the teacher only explained the material without encouraging students' learning interaction. Despite it all, however, they were grateful and feeling very helpful because an online platform such as WhatsApp made it easier to interact smoothly with their friends and teacher online. However, students also stated that it was not as comfortable and satisfying as face-to-face interaction to meet and interact directly.

The top two findings above reveal that online language learning decreases the students' interaction among teachers and fellows during the learning process. The dissatisfaction of using technology in proposing the question leads to the students' lower participation, decreasing the interaction between students and teachers. This finding strengthens that technology cannot substitute the characteristics of traditional learning, which promotes social interactions (Sepulveda-Escobar & Morrison, 2020). However, this does not apply to active students and confidence, where she often asks questions either offline or online. This is in line with Congmin's (2016) statement that extrovert students tend to behave actively, respond more to the teacher's questions, and thus more turn-taking, although they are not at high proficiency levels. Meanwhile, there is no difference in students' assignment submission participation between online and offline because they always feel motivated to get a good result.

Furthermore, the teacher's limitation doesn't provide student-student interaction at all, such as discussion forum or collaborative task either synchronously or asynchronously, leading to the students' sadness and disengagement. It aligns with Knapp (2018) that for many years, online classrooms have used the Learning Management System (LMS), but teachers rarely use

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collaborative spaces for students to engage in real-time, collective discussion and learning. Whereas Ku, Tseng, & Akarasriworn (2013) suggested in online courses specifically, interaction is an essential factor for learning and motivation perceived by students. Thus, teachers must design course structures that promote interaction between teacher and student and between student and student (Muirhead, 2005). Despite it all, however, they are grateful and helpful due to their communication with fellows about the lesson still smooth by utilizing social media even though it is not as comfortable and satisfying as offline. In summary, online learning reduces individuals' socialization processes due to a lack of face-to-face communication (Kear, 2010) cited in (Widyanti, Hasudungan, Park, 2020).

4.1.2 Analysis Experience

a. Positive Analysis Experience Dealing with Learning Outcomes

Participant	Data Excerpts
P1	*My score is the same as when it's offline. If I think the assignments or quizzes are easy, I get good grades, but if I find it difficult when I'm doing it, my scores go down a bit. But I am quite happy because I seldom get a bad score*
P2	*The score is not specific. Sometimes it's good, and sometimes it's standard. In my opinion, achieving a good score online is not too difficult, as long as we study hard. Moreover, nowadays, there are so many online resources that can help us to improve our knowledge which finally contributes well to my score*
P3	*I'm proud. Even though I'm online, my score is still stable. I've never gotten such a bad grade. Because I often discuss with my friend through WA in doing the assignment. So it is beneficial*

Those excerpts illustrated that the student's learning outcome depended on her ability in answering the questions such as in doing the assignment or quiz. However, the students experienced happiness and pride because the score gained online was stable or the same as offline. They said that it was not difficult to achieve a good score because they always discuss with peers in doing the assignment and can learn from the internet, which can assist them in achieving a good.

The excerpts above reveal that there is no significant difference between online and offline learning toward the students' learning outcome. By utilizing the internet and sharing with

peers, students perceive that it improves their knowledge and contributes to their good learning outcomes. Moreover, having self-motivation to study hard also encourages them to improve the learning outcome (Lin, Chen, Liu, 2017).

4.2   Students' Obstacles

4.2.1   Technological Issue Dealing with Electronic Devices and Internet Connection

Participant	Data Excerpts
P1	*I feel grateful because Alhamdulillah supports all, so I have a laptop, cellphone, and headset. But this internet connection sometimes makes me annoyed. At home, I use wi-fi, then when I zoomed in, the connection was suddenly bad, so it was like the teacher's voice was intermittent. So it interferes with my study. I don't have any significant obstacles about the platform usage because the platforms are accessible. But maybe the obstacle is when the first online because we have never used the particular platform at all, such as zoom and google classroom*
P2	*When it comes to network problems, I often get angry with myself, especially when zooming. That's because it's not only me who uses wi-fi, but also my sister who is also a student. So the level of the wi-fi speed is so reduced. As a result, I could not fully understand what the teacher was saying. Moreover, I do not have my laptop. So I always use HP when zooming. It's difficult when I want to do the assignment. I must switch laptops with my sister because the assignment is always requested in pdf form, which is easier to do on a laptop than on a cellphone. I don't have any problem related to the platform used, because in my opinion, all of the platforms are easy to use.*
P3	*I have ever experienced a poor wi-fi network. I feel annoyed, panicked, mixed into one. If offline school is good, we do not need to think about technical matters. For technological tools, Alhamdulillah, supports all. In the first online learning, I am a bit confused with the features of the platforms, but over time I'm not confused anymore*

Those excerpts explained that students experienced connectivity distraction which raised numerous emotions such as annoyed, panicked, and anger with own self. Sharing wi-fi connections with the family reduced the speed level, and the low wi-fi connection suddenly disturbed the students' learning. Students told that they could not maximally understand the teacher's explanation because the teacher's voice was intermittent. Therefore, they expected to have offline learning immediately to follow the learning process smoothly without worrying

about connectivity issues. Furthermore, students felt grateful because completing electronic devices such as laptops, smartphones, and headsets that could support their online language learning. However, another student stated that she got trouble doing the assignment because lack of a laptop's electronic device. Besides, most students encountered a bit of confusion in the first online learning regarding using platforms where they have never used it before.

The finding above explains that connectivity distraction is one of the most significant issues that cannot be separated from online learning. As the present finding, students feel annoyed, panicked, and anger because they lost their teacher's explanation caused by a bad network. This is similar to the result of (Hampler and Stickler, 2005) that video conferencing without a high-speed network is quite challenging for language learning. The poor network may create a loss of lip synchronization, which can be problematic for students who might want to follow lip motion. It also aligns with (Azlan et al; 2020) that a poor connection can cause disruptions during live sessions, lowering the quality of course delivery. Abuhammad (2020) affirms that a technical problem that the students faced can prevent them from getting the benefits of distance learning because they cannot access online learning smoothly as it should.

Furthermore, the lack of electronic devices also makes the students burdened by online learning. This affirms (Widyanti, Hasudungan, Park, 2020) that equipment availability plays an essential role because the e-learning process requires appropriate equipment to support the students' learning. In addition, the finding shows that the confusion of using educational technology is not the primary students' obstacle due to its feeling only happens for a while. Mosquerra (2017) strengthens that the bad feeling of using educational technology will decrease significantly after students gain experience.

4.2.2 Cognitive Issue

a. Understanding the Material

Participant	Data Excerpts
P1	*Yes I feel that my comprehension is less optimal during online. I always feel like I want to go offline immediately because the teacher's explanation is more detailed. And we no longer need to be constrained by technical problems that can interfere with the learning process*
P2	*I think for certain materials it feels more difficult to understand when online. I'm*

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	bored of online school. If offline, the teacher can explain many times and write on the blackboard, while online, we are taught the material only once every three weeks for each chapter. But on the other hand, I'm also trying to understand this situation.
P3	*Of course yes, because we can not meet with the teacher directly. Maybe it's sad because what can usually be explained face-to-face with detailed explanations and lots of stories now has to be explained online with a limited time.*

The excerpts above illustrated that the students experienced non optimal knowledge due to the online material delivery. It was shown that since online, the teacher's explanation was not detailed as offline, where she could add any story and write on the blackboard to encourage the students' comprehension. As a result, it provoked the students' sadness and impatience to take an offline class right away. Furthermore, the reduction of the virtual classroom intensity, which was only once every three weeks and always worried about technical problems, reinforced the students' statement that they tired of online material delivery.

The finding above explains that students feel the dissatisfaction and always compare with the face-to-face learning. As a result, it leads them to more choose offline learning to receive the delivery material. It aligns with the finding by Febrianto et al (2020) that students are more comfortable receiving materials in a traditional learning environment because society's habits still depend on face-to-face interaction.

b. Assignment

Participant	Data Excerpts
P1	*so the online tasks are far more numerous than offline. I feel bored because all the tasks are individual, never in a group at all, if it is a group I can divide the tasks. Especially if there is a task that is quite difficult, it takes extra time to do it. But I am still grateful because the teacher gave me two weeks to do assignments from that one topic.*
P2	*I am sometimes overwhelmed in doing my assignments because there are so many. So even though the teacher gave me two weeks to do it, I was confused about dividing the time with other tasks, which were equally overwhelming assignments.*
P3	*I'm bored and tired. There are too many assignments, so I sometimes have trouble translating into Indonesian or English, so I must use Google Translate first. Moreover, all tasks are individual.*

Those excerpts illustrated that students experienced overloading homeworks, which provoked numerous negative emotions for students. Too many individual assignments given by the teacher made the students bored and tired. Besides, they also felt overwhelmed and confused in dividing the time with tasks from other lessons. They said they might not find it too difficult and burdened if the tasks were in the form of group work. On the other side, despite the negative emotion, one student said she kept grateful that the teacher gave leeway time to do the assignment.

The finding above reveals that the primary students' obstacle to doing the assignment is the quantity of the assignments. The number of individual online assignments that are more than offline makes the students feel bored, tired, and confused in dividing the time with other tasks. This aligns with the finding (Ibrahim, Shak, Mohd, et al; 2015) that students show a stronger preference to work with another student, believe that pairing makes them more organized, and believe that pairing saves time on the homework assignment. Research has shown that overloading homework causes students to miss academic interest and causes physical and emotional exhaustion (Copper, 1994) cited in Songsirisak & Jitpranee (2018). Therefore, in line with the current finding, the teacher's role in providing the leeway time so that the task can be completed within the given time is necessary to avoid the students' frustration (Hamamorad, 2016).

c.   **Feedback**

Participant	Data Excerpts
P1	*The problem is that the teacher has never given any feedback at all while online. So after I submitted my assignments in Google Classroom, the teacher gave me grades a few days later. During zooming, there also was never any evaluation of the task. So I'm confused if I get a rather low score. I do not know where my mistake is*
P2	*I'm sad because, during this online, teacher feedback is decreasing. I've been given feedback only once online, via a private chat on GC, but never after that. So the teacher only gave me score after I submitted the assignments. When we are online, we need feedback to increase our scores and knowledge because while I am online, I study more independently than with the teacher.*
P3	*I'm disappointed while online. The teacher has never given any feedback on my assignments. It's different from offline, where sometimes the teacher still provides feedback on my assignment paper. Whereas I think that feedback is essential so that we are more motivated to learn.*

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The excerpts illustrated that students experienced lack the teacher's feedback on their assignments which significantly raised their disappointment and sadness. Furthermore, not knowing where they went wrong when getting a low score makes them confused. Students stated that it was different from offline, where the teacher still provided feedback on students' papers. Therefore, they expected to receive a teacher's feedback because they believed it was essential to increase their knowledge, score and could motivate them more.

The finding above explains that teacher feedback plays a significant role in students' learning. Lack of feedback becomes one of the main students' obstacles because it leads the confusion where they have no evaluation for their work. Whereas, when students receive feedback, they have the opportunity to learn from their mistakes and make the changes to enhance their language performance (Hamamorad, 2016). Therefore, students expect the teacher to consistently provide feedback since they perceive it as important, useful, and helpful for their academic achievement (Leng, 2013).

4.2.3 Social Issue

Participant	Data Excerpts
P1	*I do not have any significant problems. Alhamdulillah, all this time online, everyone gave me support, like a parent who never gets angry when I stay in my room all day doing my homework. Even my friends are not stingy in sharing their knowledge when I ask them questions. Like in offline school, the teacher encourages and often reminds us all in the WA group, such as not forgetting to do assignments. And the school also facilitates a monthly internet quota. So I'm glad I do not have to buy my quota*
P2	*Alhamdulilah, I do not have any problems with the support from around. Parents understand that the situation is still like this, so it supports me to keep the spirit of school-going, especially at home is facilitated Wi-Fi since it's online. But sometimes I'm still asked to clean up early in the morning, so sometimes I like to be a little late in joining the zoom because English is the first hour. But I do not mind it too much. If the school provides a free quota every month, it supports the learning process if the Wi-Fi goes wrong, like teachers and friends who always encourage.*
P3	*all of them provide full support for me. Friends who always fast respond when I ask them about the assignment, teachers who sometimes motivate to keep the spirit, especially parents who have facilitated me to take learning guidance. The school also, from the beginning, provided a data package so that the online school ran smoothly.*

Those excerpts illustrated that students didn't experience any support obstacles online. It was shown that the family fully supports their learning either physically or verbally, such as understanding their kid's responsibility of online class, facilitated Wi-Fi network at home, facilitated learning guidance, and always encourages to keep the spirit. However, the student also stated that sometimes she asked to clean up the house first before joining the English class in the morning. Besides, the teacher always supported and reminded the students to do the assignments, and peers were lovely and supportive. Also, the school facilitated the data package every month.

The above finding reveals that the role of around people such as family, teacher, peers, and school is crucial to maintaining the students' motivation to learn the language online. The current finding is surprising where the students do not experience any obstacle regarding the support for them. In line with the present result where peers always assist each other regarding the difficulty they face, (Carnwell, 2000; Sinclair, 2003) state that online learners can support each other concerning various academic, practical, and emotional issues. Parents who provide full support either physically or verbally make the students feel very helpful, motivated, and undergo online learning smoothly. Garbe, Ogurlu, Logan, and Cook (2020) find in their study that parent support has made a significant contribution to learners' success in the online learning environment. Last, teacher who motivates the students so that they have positive attitudes to the lessons (Yengin, Karahoca, Yucel, 2010). It aligns with the current finding where students always join to the online class and always submit the assignment on time although they experience greater boredom than offline classes.

4.3 Students' Ways to Overcome the Obstacles

4.3.1 Ways to Overcome Technological Issue

Participant	Data Excerpts
P1	*So to solve the internet connection problem, I immediately changed it to the quota given by the school.*
P2	*When it comes to Wi-Fi network problems, I always have a quota. And the problem related I do not have a laptop, I always borrow it from my sister, so I replace it. I am sad because when we're online like this, it really needs electronic device, but what can I do?*
P3	*because the school facilitates quota packages, so I always use it as a backup if suddenly the Wi-Fi at home is terrible*

Those excerpts explained that to overcome the students' obstacle of network distraction, they changed the home's Wi-Fi into the data package given by the school immediately. Meanwhile, to overcome the lack of electronic devices, the student always borrowed her sister's laptop.

From the finding above, the school's utilization of data package facilitated is the only alternative way to overcome their Wi-Fi network distraction. Therefore, the school's role of supporting online learning is very crucial and perceived helpful for students. Supiani et al. (2020) argue that the school's support can assist the students in maintaining online learning. In addition, the family also plays a crucial role in helping students to fulfill their technological needs.

4.3.2 Ways to Overcome Cognitive Issues

Participant	Data Excerpts
P1	*Regarding the difficulty in understanding the material, I never asked or chatted with the teacher, so I always looked it up myself on Google or YouTube and often discussed it with friends via WA. Likewise, with doing the task, I feel helped by the existence of google translate, so if I do not know the meaning of English, I immediately open it. And often ask friends what kind of their work.* *If I get good score, I do not have a problem even if I do not get feedback because it means I am capable of that material. But for example, if I get a rather bad score, I try to ask a close friend how their score is, then I try to discuss where the mistake is, so we exchange ideas.*
P2	*During this online, my communication remains smooth with my friends, so if I have problems understanding the material or doing assignments, I always discuss with them via WA, sometimes video calls. I have never chatted with the teacher if I have a problem. So I always discuss with friends or search on google. I also try to fix my time management because I often got trouble dividing the time with other lessons. Likewise, regarding not getting feedback, I tried to learn more about the material when I got a quite low score on that assignment*
P3	*So to overcome my biggest obstacle, namely understanding the material or having difficulty doing assignments, I always search on Google or YouTube because many sources can help us. I also often ask friends via WA and reread the PPT of that material. So while online, I have never met my friends because our house is far away.*

The excerpts above showed us that students always discuss with their friends through WhatsApp, reread the PPT of the material, and searching on the internet or you-tube to overcome their obstacles of less understanding and doing the assignment. They believed that google and you-tube provided many sources that could help them when they got obstacles about the lesson. Students also stated that they tried to fix the time management since they were often overwhelmed in doing many assignments. Furthermore, when they didn't get feedback on the works, which got a low score, they tried to review the topic of those assignments by discussing with friends and by themselves.

The finding above explains that students utilize social media to overcome their cognitive obstacle. They perceive that watching YouTube or searching on google can help them find the information they need. This affirms the study by (Joshi & Kaur, 2015) that learning English on the internet can help students get efficient and high-quality outcomes in their English learning. Mohammadi, Ghorbani, Hamidi (2010) also state that using online media allows students to improve their language ability due to so many instructional sources that the students can access. In addition, discussing with peers via personal chat can help them to overcome the obstacle quickly. It aligns with (Shackelford and Maxwell, 2012) that online students construct understanding and question and clarify content through discussion with other learners. Cain et al. (2003) and Kear (2004) noted that learners proved motivating to share similar problems with others in their course because they would frequently work together to find solutions. Furthermore, trying to fix the time learning management assists the students in maintaining their online learning. It aligns with the study by Ramdass and Zimmerman (2011) that homework enhances students' self-regulation, which promotes students' motivation to monitor their learning and seek appropriate strategies to complete homework and achieve leaning goals.

4.3.3 Other Ways to Overcome Cognitive Issue

Participant	Data Excerpts
P1	*if I feel a little bored when I zoom, I sometimes turn off my zoom camera for a minutes. I'm happy because the teacher doesn't require students to be on camera while zooming. But if I'm bored when I do the task, I try to listen to music, so I feel more enjoy it.*
P2	*mmm I do not have a definite solution. I'm just trying to understand the situation and follow the lesson properly*
P3	*There is no definite solution. If I'm bored when I zoom in, I only try to accept it. But if I'm bored when I do the task, I try to stop for a moment to play with my cellphone, watch YouTube. After that, I continue to do my assignment*

The excerpts above illustrated that students' ways to overcome obstacles regarding boredom and exhaustion during the online class differed from each other. They tried to turn off the camera while zoom for a while to overcome their boredom during the vritual classroom. Besides, listening to music, playing cellphone and rest for a minute were the ways to overcome their boredom and exhaustion while doing the assignments. On the other hand, other students said that they had no certain solution to overcome her boredom instead of trying to making a peace with them selves.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the research findings and discussion, it can be concluded that the emotional students vary from positive to negative emotions. The positive emotion such as happiness arise due to the freedom to choose the convenient place, shorter learning duration, the teacher's way in delivering the material, the teaching media employed by the teacher, rich learning resources on the internet, desire to get a satisfactory final result, and scores gained in online learning. Those factors tend to motivate the students to engage in online language class. Meanwhile, the negative emotion such as sadness caused by lack of social interaction with peers, inconvenience of quiz schedule, lack of lesson meeting intensity, monotonous learning activity which lower the interaction between students, inconvenience to contact with the teacher online, and network problems. As a result, these factors influence students to prefer traditional learning over online learning.

Concerning the students' obstacles, students experience wi-fi network problems and a lack of electronic devices in term of technical issue. Concerning cognitive issue, students experience non-optimal knowledge, overloading homework, and lack of feedback. Last, the students show a surprise finding where they do not experience any obstacle regarding the social issues about the support of other people. They get full support so that they enjoy carrying online learning smoothly. And to overcome such obstacles, the involvement of family, peers, teacher, school institution, and internet utilization, also self-acceptance plays a crucial role in assisting and motivating students to overcome their obstacles.

5.2 Suggestion

The present study reveals that the students' positive feelings are caused by the teacher's way in delivering the material and the understandable content material created by the teacher. Therefore, the teacher is expected to maintain the students' positiveness to keep engaged in the online English class. Furthermore, the teacher is expected to rearrange the learning schedule and the quiz schedule to assist students in getting maximum learning outcomes. The interactive

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learning activity, especially which involve student-student interaction, also needs to be emphasized to practice their active participation and improve their language ability. Last, to maintain the students' psychological and physical well-being during this abnormality time, the teacher is expected to reduce the assignment quantity and provide feedback on the students' work.

Future studies are intended for other researchers to explore the impacts of learning tasks that can optimize the emergence of students' positive emotions in online English learning. Future studies may also focus on the comparison of emotional experiences between male and female students during online language learning.
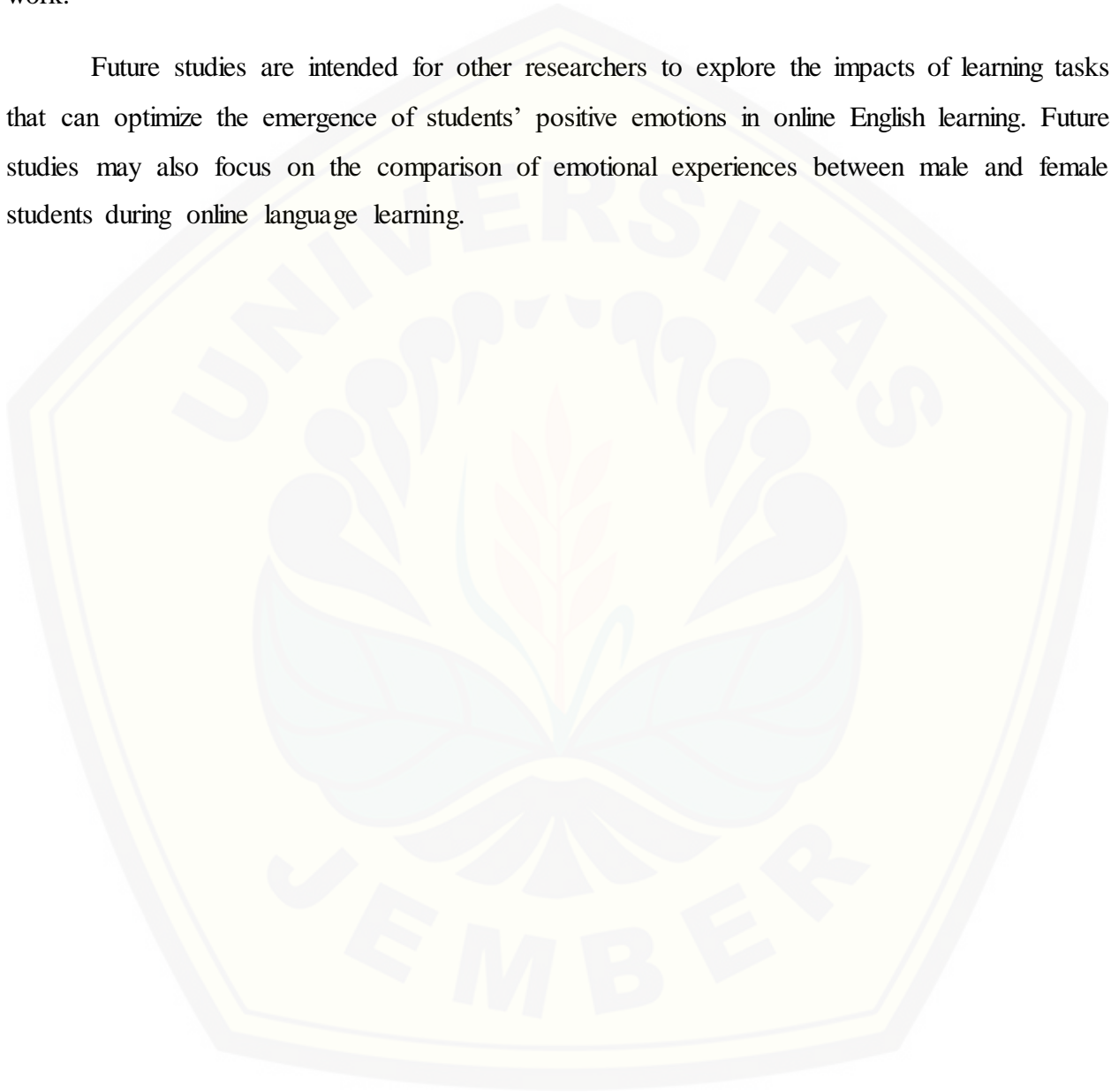
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Appendix 1

A. PERTANYAAN TERKAIT PENGALAMAN EMOSI YANG DIALAMI SISWA PADA SAAT PEMBELAJARAN BAHASA INGGRIS SECARA ONLINE

No.	Aspek yang ditanyakan		Pertanyaan
1.	**Flexibility**		
	Place and time (learning environment and learning schedule)	1.	Ceritakan bagaimana perasaan anda ketika pembelajaran bahasa inggris dilakukan di rumah? Anda bisa menjelaskan dari segi tempat atau lingkungan dan waktu (jadwal pembelajaran, jadwal kuis, dan ujian)
2.	**Control**		
	Material delivery	2.	Media apa saja yang digunakan guru untuk menyampaikan materi? Bagaimana menurut anda media tersebut? Seberapa mendukung dalam membantu pemahaman anda?
		3.	Dibandingkan dengan offline, ceritakan bagaimana perasaan anda terkait cara guru dalam menyampaikan materi selama online ini?
		4.	Apakah guru anda memberikan fasilitas berupa media penunjang pembelajaran selain buku selama online? Contoh: platform pembelajaran bahasa inggris seperti you-tube video, e-book Ceritakan bagaimana perasaan anda!
	Learning Activity	5.	Ceritakan bagaimana kegiatan pembelajaran selama online ini? anda bisa menceritakan dari opening class-ending class Bagaimana perasaan anda dalam mengikutinya? Apakah anda dapat mengikuti dengan baik?

Involvement	6.	Apakah anda selalu hadir dan mendengarkan penjelasan guru hingga selesai? Apakah anda termasuk pelajar yang aktif dalam mengajukan pertanyaan atau menyampaikan pendapat, dan mengumpulkan tugas? Ceritakan pengalaman dan perasaan anda!
Interaction with fellows and teacher	7.	Ceritakan bagaimana interaksi anda dengan teman dan guru selama online ini? baik melalui zoom ataupun whatsApp Apa yang anda rasakan ketika harus ber interaksi secara online?
3.	**Analysis**	
Learning Outcomes	8.	Ceritakan bagaimana perasaan anda terkait dengan nilai yang anda dapatkan selama online? Apakah anda merasa lebih kesulitan untuk mendapatkan nilai yang bagus selama online? Ceritakan pendapat dan perasaan anda!

B. PERTANYAAN TERKAIT KENDALA YANG DIALAMI SISWA PADA SAAT PEMBELAJARAN BAHASA INGGRIS SECARA ONLINE

No.	Aspek yang dittanyakan	Pertanyaan
1.	**Social obstacle**	
	Family, friends, teacher, and institution's support	1. Ceritakan kendala seperti apa yang anda hadapi terkait dukungan dari orang sekitar?

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2.	Cognitive obstacle	
	Understanding the material	2. Apakah anda mengalami pemahaman yang kurang maksimal selama online? Dan ceritakan bagaimana perasaan anda ketika mengalami kendala tersebut?
	Assignments and Feedback	3. Tugas seperti apa saja yang diberikan guru selama online? Ceritakan bagaimana kendala yang anda hadapi saat mengerjakan tugas? 4. Feedback seperti apa yang diberikan guru selama online? Ceritakan bagaimana kendala yang anda hadapi terkait feedback yang diberikan?
3.	Technological obstacle	
	Electronic devices, Internet connection, technological competency	5. Ceritakan apakah anda mengalami kendala terkait teknis? Kendala seperti apa yang anda hadapi?

C. PERTANYAAN TERKAIT PENGALAMAN SISWA DALAM MENGATASI KENDALA PADA SAAT PEMBELAJARAN BAHASA INGGRIS SECARA ONLINE

No.	Aspek yang ditanyakan	Pertanyaan
1.	Technological Issue	Bagaimana cara anda mengatasi kendala-kendala teknis yang anda hadapi?
2.	Cognitive Issue	Bagaimana cara anda mengatasi kendala-kendala seperti kesulitan memahami materi, kesulitan mengerjakan tugas, dan kesulitan

		memahami feedback yang diberikan?
3.	Social Issue	Bagaimana cara anda mengatasi kendala dukungan dari orang sekitar?

Appendix 2

The Transcript of Interview

Participant 1: Siska *(pseudonym)*

Students' Emotional Experiences

I: Hallo dek. assalamualaikum.

S: waalaikumsalam kak

I: Jadi seperti yang sudah saya sampaikan di grup whatsApp kemarin, kita hanya focus ke

pelajaran bahasa inggrisnya saja ya. Dan ini ga ada pengaruh sama sekali ke nilai kamu, tapi ini murni untuk kepentingan penelitian skripsi saya saja. Jadi sekali lagi, ada 3 point yang akan saya tanyakan. Pertama focus ke pengalaman atau perasaan kamu baik dan buruk yang kamu alami selama bahasa inggris online. Kedua focus ke kendala, dan ketiga cara kamu mengatasi kendala-kendala tersebut. Nanti bisa cerita yang sejujur-jujurnya yaa. bisa kita mulai?

S: iya kak, siap

I: selama online ini, mapel bahasa inggris berapa kali pertemuan dalam seminggu?

S: hanya seminggu sekali kak, tiap hari jum'at jam 7 pagi

I: durasinya berapa menit dek? 40-60 menit kak

I: apakah guru selalu hadir?

S: gini kak, jadi kita selama online ini zoom nya cuma 3 minggu sekali, nah kita bertemunya ya pas di zoom itu aja. Jadi 2 minggu sisanya guru cuma muncul di wa buat ngingetin tugas atau kalau mau ada kuis

I: trus platform yang digunakan apa aja dek?

S: ada WA, zoom, google classroom, dan google form kak. Tapi google formnya cuma dipake pas kuis atau semester aja

I: menurut kamu, seberapa mendukung platform tersebut?

S: cukup mendukung kak. Jadi meskipun kita gabisa ketemu langsung tapi kita masih bisa tatap muka lewat layar. Trus untuk ngumpulin tugas kita juga langsung kirim di google classroom, nanti juga bisa tau dapet nilai berapa

-Flexibility Experience-

I: oke. Sekarang ganti ke aspek selanjutnya. Bisa diceritakan gimana perasaan kamu pas belajar di rumah? Bisa dari segi tempat dulu, atau lingkungan rumah

S: saya seneng belajar di rumah itu karena saya bisa milih tempat yang paling santai kak. Jadi bisa sambil duduk selanjar atau bersandar gitu. Jadi merasa lebih enjoy pas ndengerin penjelasan guru. Dan karena rumah dan lingkungan saya sepi, saya jadi ngrasa lebih focus. kalau ga enaknya saya kadang ngrasa kesepian. Karna yang awalnya banyak temen trus sekarang jadi sendirian.

I: lalu gimana perasaan kamu terkait waktu atau durasi pembelajaran selama online ini?

S: untuk durasi mapel nya beda banget sama offline kak. Yang awalnya 90 menit trus sekarang jadi cuma 40-60 menitan, tapi guru lebih sering 40 menit karna menyesuaikan dengan batas waktu zoomnya. itu udah termasuk semua kegiatan mulai awal sampai akhir kak. Sebenernya saya ga masalah. Tapi saya agak kecewa karna pertemuan untuk setiap topic hanya sekali zoom. Jadi saya rasa pemahaman materinya kurang maksimal, apalagi untuk topic materi yang sulit-sulit kayak cause and effect dan exposition saya kira perlu diadakan zoom lebih dari 1 kali.

I: kalau untuk kuis dan ujian gimana dek?

S: kalau kuis dan ujian saya ngrasa lebih seneng dilakukan di kelas langsung kak, jadi enak bareng-bareng ada temennya, bisa belajar bareng juga sebelum kuis atau ujiannya dilaksanakan. Beda sama online yang lebih banyak menuntut kita buat belajar sendiri. Dan saya sebenernya ga suka sama jadwal kuis yang selalu malam hari, karena biasanya saya gunakan buat istirahat, ngerjain tugas, atau kadang jalan-jalan

-Control Experience-

I: lalu media apa saja yang digunakan guru buat menyampaikan materi?

S: untuk menyampaikan materi guru hanya menggunakan PPT saja kak

I: menurut kamu PPT nya gimana dek? Seberapa mendukung dalam membantu pemahaman kamu?

S: kalau bagi saya PPT nya biasah-biasah saja kak, karna memang full tulisan. Kalau untuk materi-materi yang mudah masih mendukung untuk membantu pemahaman saya kak, tapi kalau materi yang sulit itu kadang saya kurang faham

I: jika dibandingkan dengan offline, ceritakan bagaimana perasaan kamu terkait cara guru dalam menyampaikan materi selama online ini?

S: saya senang karena meskipun online cara guru njelasin materinya masih cukup jelas kak, ya meskipun tidak sedetail dan semenarik pas offline.

I: oke dek. Lalu apakah guru memberikan fasilitas berupa sumber penunjang pembelajaran selama online? Contoh: platform pembelajaran bahasa inggris seperti aplikasi atau link you-tube

S: guru ga pernah ngasih sumber belajar tambahan kak, jadi ya hanya belajar lewat PPT dan buku saja.

I: menurut kamu gimana dek?

S: saya agak kecewa sih kak. jadi pengennya guru nyampaikan materi ga cuma lewat ppt saja, biar kita ga bosen. Apalagi sekarang kan serba online, jadi kalau guru ngasih link you-tube itu enak kita bisa makin paham sama materi yang diajarkan.

I: Ceritakan apa saja kegiatan pembelajaran selama online ini? bisa diceritakan dari opening class-ending class

S: jadi selama online ini kegiatannya guru menjelaskan materi, sesi tanya jawab kalau ada yg mau bertanya, lalu ngasih tugas buat dikerjakan 2 minggu kedepan kak.

I: Bagaimana perasaan kamu dalam mengikutinya? Apakah ada perbedaan dari offline ke online?

S: saya dapat mengikutinya dengan baik kak. Tapi bedanya mungkin kalau online ini saya lebih banyak bosannya karna selama zoom kegiatannya cuma ndengerin penjelasan guru. Guru udah ga pernah ngasih games lagi semenjak online, padahal itu salah satu yang bikin kita semangat lagi kalau kita pas jenuh.

I: ga pernah ada diskusi yang mengharuskan siswa harus mengeluarkan pendapat dek?

S: ga pernah ada diskusi sama sekali kak. Kalau offline dulu guru masih sering nunjuk beberapa siswa buat mbaca teks bahasa inggris atau nyuruh siswa ngejawab pertanyaan, tapi selama online ini ga ada.

I: lalu menurut kamu gimana?

S: kalau saya pribadi pengennya guru bisa lebih aktif dalam menciptakan kegiatan pembelajaran yang menarik, supaya siswa makin termotivasi buat belajar bahasa.

I: Apakah kamu selalu hadir saat kelas berlangsung? Apakah kamu mendengarkan penjelasan guru hingga selesai?

S: saya selalu hadir kak dan selalu mendengarkan penjelasan guru sampai kelasnya habis

I: lalu bagaimana keterlibatan atau keaktifan partisipasi kamu selama online ini dek? Misalnya dalam mengajukan pertanyaan

S: selama online ini saya merasa makin low participation dibanding offline kak, karena respon guru bagi saya lebih jelas saat offline dari pada online. Apalagi selama online ini guru tidak terlalu mancing-mancing siswa buat bertanya. Kalau misal tidak ada yang ditanyakan, guru langsung ngasih instruksi tugas buat 2 minggu kedepan.

I: apakah kamu selalu mengumpulkan tugas?

S: ya saya selalu mengumpulkan tugas tepat waktu kak, tidak pernah melebihi deadline, karena itu bisa mempengarui nilai kita

I: lalu ceritakan bagaimana perasaan kamu terkait interaksi dengan teman dan guru selama online ini?

S: saya tidak puas dengan pembelajaran online karna saya ngrasa interaksinya makin sulit. Apalagi kalau sama guru kita ketemu di zoom cuma 3 minggu sekali. Trus saya juga ga nyaman buat chat secara langsung ke guru. Tapi saya bersyukur meskipun online tapi interaksi saya dan teman-teman tetep lancar kak, karna sekarang kan udah banyak platform yang memudahkan kita buat komunikasi jarak jauh. Tapi ya sedih juga karna gabisa ketemu secara langsung, gabisa ngerjakan tugas bareng, gabisa cerita-cerita.

-Analysis Experience-

I: lalu untuk nilai yang kamu dapatkan selama online ini gimana dek? Meningkat atau menurun? Dan perasaan kamu gimana?

S: kalau nilai sama saja kayak pas offline sih kak. kalau saya rasa tugas maupun kuisnya mudah, saya ya dapat nilai bagus, tapi kalau misal saya ngrasa kesulitan pas ngerjakan, nilai saya agak turun. Tapi jarang dapet nilai jelek

Students' Obstacles

-Cognitive Obstacle-

I: oke dek, sekarang kita lanjut ke kendala yang kamu hadapi ya. Apakah kamu mengalami pemahaman yang kurang maksimal selama online ini? dan tolong ceritakan bagaimana perasaan kamu ketika mengalami kendala tersebut?

S: iya saya merasa kurang maksimal selama online ini. Saya selalu merasa pengen cepet-cepet offline kak, karna penjelasan guru lebih detail. Dan kita ga perlu lagi terkendala masalah teknis yang bisa mengganggu proses pembelajaran

I: lalu untuk tugas yang diberikan seperti apa saja modelnya dek?

S: kadang pilihan ganda, essay, matching, fill in the blank, membuat teks, pernah sekali dulu pas semester 1 disuruh mbuat video tentang opinion kak

I: lalu kendala seperti apa yang kamu hadapi saat mengerjakan tugas?

S: jadi tugas selama online ini jauhh lebih banyak dibanding offline, saya ngrasa jenuh karna semua tugasnya individu, ga pernah kelompok sama sekali, kalau kelompok kan bisa dibagi

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tugasnya. Apalagi kalau tugasnya ada yang lumayan sulit itu butuh waktu yg ekstra buat ngerjakan. Tapi saya masih bersyukur karna guru ngasih waktu 2 minggu buat ngerjakan tugas dari 1 topik tersebut.

I: lalu guru selalu memberi feedback apa ga selama online ini dek? Dan ceritakan kendala seperti apa yang kamu hadapi terkait feedback yang diberikan!

S: kendalanya justru guru ga pernah ngasih feedback sama sekali selama online ini kak, jadi setelah saya ngumpulkan tugas di google classroom, trus beberapa hari setelahnya guru ngasih nilai. Selama zoom juga ga pernah ada evaluasi tentang tugas. Jadi saya bingung kalau misal saya dapet nilai yang agak jelek, saya tidak tau salahnya dimana

-Technological Obstacle-

I: apakah kamu mengalami kendala teknis terkait keperluan teknologi, jaringan internet, dan mengakses platform? Jika iya, kendala seperti apa yang kamu hadapi?

S: saya merasa bersyukur karna dari segi alat teknologi Alhamdulillah mendukung semua kak, jadi ada laptop dan hp, ada headset juga. Kalau koneksi internet ini yang kadang bikin saya jengkel. Kan di rumah pakai wi-fi kak, trus pernah pas zoom itu tiba-tiba koneksinya jelekk, jadi kayak terputus-putus gitu suara gurunya. Jadi ya sangat mengganggu belajar saya.

I: kalau terkait penggunaan platform gimana dek? Apa kamu ada kendala? Dan apa yang kamu rasakan?

S: saya ga ada kendala yang berarti ketika menggunakan platform kak, karena memang platformnya mudah diakses. Tapi mungkin kendalanya pas di awal online karena kita tidak pernah menggunakan beberapa platform kayak zoom atau google classroom.

-Social Obstacle-

I: oke sekarang kendala yg terakhir. Ceritakan kendala apa yang kamu hadapi selama belajar bahasa inggris online? Kamu bisa menceritakan dari segi dukungan orang sekitar seperti keluarga, teman, guru, dan sekolah

S: saya pribadi tidak ada kendala yang berarti. Alhamdulillah selama online ini semuanya memberi dukungan, seperti orang tua yang ga pernah marah kalau saya sehari-hari di kamar terus buat ngerjakan tugas. Teman pun juga ga ada yang pelit berbagi ilmu kalau saya pas tanyak-tanyak ke mereka. Kalau guru tetap memberi semangat layaknya sekolah offline, dan sering ngingetin kita semua di grup WA kalau jangan lupa ngerjakan tugas. Dan sekolah juga memfasilitasi kuota internet tiap bulannya kak, jadi saya senang ga perlu beli kuota sendiri.

Students' Ways to Overcome such Obstacles

I: dari kendala-kendala yang kamu ceritakan barusan, bagaimana cara kamu untuk mengatasinya? Ceritakan dari kendala teknis, kendala memahami materi, mengerjakan tugas dan memahami feedback

S: iya kak. Jadi untuk mengatasi masalah koneksi internet itu, saya langsung menggantinya ke kuota yang dikasih sama sekolah. Trus terkait kesulitan memahami materi itu saya ga pernah nanyak atau chat guru kak, jadi saya selalu nyari sendiri di google atau you-tube, sering juga diskusi sama temen lewat WA. Begitupun dengan ngerjakan tugas itu saya merasa terbantu banget dengan adanya google translate, jadi kalau misal gatau artinya atau bahasa inggrisnya, saya langsung buka itu. Dan sering nanya ke temen juga punya dia seperti apa kerjaannya.

I: kalau yang kendala ga dapat feedback gimana dek?

S: kalau saya pas dapet nilai bagus, saya tidak masalah walaupun ga dapet feedback kak, karna berarti saya mampu di materi tersebut. Tapi kalau misal dapet nilai agak jelek, saya coba tanya ke temen deket mereka dapat berapa nilainya, trus saya coba diskusikan sama mereka tentang kira-kira salahnya dimana, jadi saling bertukar pikiran gitu kak.

I: terakhir, seperti yang kamu bilang tadi kan kamu ada ngrasa jenuh. Nah bagaimana cara kamu mengatasi kejenuhan saat kelas berlangsung maupun saat mengerjakan tugas?

S: Kalau misal saya ngrasa agak jenuh pas zoom itu saya kadang matikan kamera hp saya sebentar kak. Saya seneng karna guru tidak mewajibkan siswa buat on camera saat zoom. Tapi kalau jenuh pas ngerjakan tugas itu saya coba sambil mendengarkan music, jadi rasanya lebih enjoy

I: oke dek, sepertinya sudah cukup. Nanti kalau misal ada data yang kurang saya tanya-tanya lagi gapapa ya? Terimakasih banyak sudah bersedia saya wawancara

S: iya kak, gapapa kok. Sama-sama.

Participant 2: Amel *(pseudonym)*

Students' Emotional Experiences

I: hallo assalamualaikum

A: waalaikumsalamm

I: kemarin saya sudah wawancara sama temenmu Siska, jadi setelah ini ada beberapa pertanyaan dasar yang saya tidak akan tanyakan lagi ke kamu. Dan seperti yang saya sampaikan di grup, kita hanya fokus ke pelajaran bahasa inggrisnya saja ya. Dan ini ga ada pengaruh sama sekali ke nilai kamu, tapi ini murni untuk kepentingan penelitian skripsi saya saja. Jadi sekali lagi, ada 3 point yang akan saya tanyakan. Pertama focus ke pengalaman atau perasaan baik buruk yang kamu alami selama bahasa inggris online. Kedua focus ke kendala, dan ketiga cara kamu mengatasi kendala-kendala tersebut. Oke? Santai saja ya, jangan tegang hehe. Ceritakan sedetail mungkin yang kamu alami.

I: temen kamu kemarin bilang kalau platform yang digunakan guru ada 4 macem, WA, zoom, google classroom, dan google form. Menurut kamu seberapa mendukung platform tersebut?

A: bagi saya sangat mendukung kak. setiap platform punya fungsi masing-masing yang bisa membantu mapel bahasa inggris berjalan lancar.

-Flexibility Experience-

I: oke dek. Sekarang masuk ke pengalaman yang kamu rasakan. Bisa diceritakan gimana perasaan kamu pas belajar di rumah? Bisa dari segi tempat dulu

A: berhubung saya belajarnya selalu di rumah sendiri, saya merasa lebih enjoy dan lebih bebas kak. apalagi ini kan Bahasa asing, jadi kalau pas zoom, saya bisa lebih memperhatikan bagaimana guru mengucapkan kata bahasa inggris. ya meskipun kadang keganggu sama kendaraan yang lewat didepan rumah. Tapi kalau misal disuruh milih offline atau online, saya lebih offline

I: lalu bagaimana perasaan kamu terkait waktu atau jadwal pembelajaran selama online ini?

A: jadi sejak online ini guru njelasin materi cuma 3 minggu sekali kak, itu untuk setiap bab baru. Saya sedih sih kak, karna untuk beberapa materi yang sulit kita perlu pertemuan lebih dari 1 kali. Setidaknya per materi bisa 2 kali zoom, gapapa waktunya cuma sebentar, saya happy-happy aja, soalnya juga capek kalau harus mantengin layar terus.

I: kalau jadwal kuis dan ujian gimana dek?

A: jadwal kuis selalu dilakukan malam hari jam 7-9 kak, saya kalau malem itu kadang udah ngantuk dan capek, makanya saya lebih suka kuis pagi karena masih fresh. Jadi saya berharapnya guru ga ngambil waktu diluar jam pelajaran. Kalau jadwal semester ya sama seperti offline, kebijakan dari sekolah. Tapi saya lebih suka ngerjakan kuis dan ujian di kelas langsung dari pada online kak, enakan langsung ngerjakan di kertas dari pada online yang sering kepikiran gimana misalnya kalau tiba-tiba jaringan tidak mendukung. Jadi saya takut kalau misalnya itu terjadi bisa berdampak ke nilai saya

-Control Experience-

I: S kemarin bilang kalau guru cuma menggunakan PPT saja sebagai media penyampaian materi kan ya. Nah menurut kamu PPT yang digunakan seperti apa dek? Seberapa mendukung dalam membantu pemahaman kamu?

A: PPT nya monoton kak, tapi saya ga terlalu mempermasalahkan sih. Yang penting isi dari ppt tersebut cukup membantu saya dalam memahami materi, meskipun saya kadang ada yang ga ngerti sama kosa kata yang ditulis guru. Dan saya coba langsung buka google translate.

I: lalu jika dibandingkan dengan offline, ceritakan bagaimana perasaan kamu terkait cara guru dalam menyampaikan materi selama online ini?

A: cara nyampaikannya mudah dipahami kak, karna guru ga full ngomong bahasa inggris, jadi saya senang. gurunya juga santai, ga killer.

I: oke dek. Lalu apakah guru memberikan fasilitas berupa sumber penunjang pembelajaran selama online? Contoh: platform pembelajaran bahasa inggris seperti aplikasi atau link you-tube

A: ga pernah sama sekali kak. saya juga ga terlalu masalah sebenernya, karna kita kan bisa cari sendiri, apalagi sekarang sudah banyak banget sumber-sumber belajar bahasa inggris di internet.

I: perasaan kamu gimana terkait kegiatan pembelajaran yang terjadi selama online ini?

A: berhubung zoom nya Cuma 3 minggu sekali, saya menikmati aja sih kak, ga terlalu bosen dalam mengikuti kegiatan pembelajarannya. Ya meskipun kadang bosen juga sih. Cuma memang ada sedikit perbedaan kegiatan selama online ini. kalau dulu kita masih sering kayak praktek dialog didepan kelas, sekarang udah ga pernah. Jadi ga pernah praktek langsung sama guru. Kalau ada materi tentang listening pun kita tidak praktek kak, jadi hanya dikasih tugas saja.

I: lalu menurut kamu gimana dek?

A: saya ga masalah sih kak, mungkin gurunya kesulitan menghandle selama online ini. tapi pengennya ya kalau bisa kegiatannya lebih bervariasi

I: Apakah kamu selalu hadir saat kelas berlangsung? Bagaimana perasaan kamu ketika harus mengikuti kelas online?

A: karna zoomnya cuma 3 minggu sekali, saya selalu hadir kak, rindu sama temen-temen hehe

I: bagaimana partisipasi kamu selama di kelas? Apakah kamu mendengarkan penjelasan guru sampai selesai? Dan apakah kamu sering mengungkapkan pendapat atau mengajukan pertanyaan?

A: selama online ini saya tidak pernah mengajukan pendapat, karena tidak pernah ada sesi diskusi. Saya juga ga pernah tanya ke guru, baik saat zoom atau chat. Saya ngrasa ga nyaman aja bertanya melalui online kak, karena saya fikir jika saya bertanya via online, jawabannya mungkin tidak sedetail saat saya bertanya langsung di kelas.

I: lalu apakah kamu selalu mengerjakan tugas?

A: saya selalu aktif mengerjakan dan mengumpulkan tugas.

I: apa yang memotivasimu untuk tetep mengerjakan selama online ini?

A: Karena saya pengen dapat hasil yang bagus di rapot nanti

I: oke dek. Sekarang ceritakan bagaimana perasaan kamu terkait interaksi dengan teman dan guru selama online ini?

A: ketika zoom tidak ada interaksi sama sekali dengan teman kak, karna kita cuma ndengerin penjelasan guru tanpa ada kegiatan lain yang melibatkan interaksi sesama murid, kayak sesi diskusi atau tugas kelompok. Makanya kadang saya bosen. Kalau sama guru interaksinya memang jadi terbatas, ga kayak offline dulu yang tiap minggunya bisa diajar sama beliau. Jadinya ngrasa rindu banget sama sekolah offline.

-Analysis Experience-

I: untuk nilai yang kamu dapatkan selama online ini gimana? Apakah kamu merasa lebih kesulitan untuk mendapat nilai yang bagus selama online?

A: nilainya ga tentu kak. Kadang dapet bagus kadang juga standar. Menurut saya untuk mendapatkan nilai yang bagus ga terlalu sulit sih, asalkan kita rajin belajar. Apalagi sekarang kan banyak sumber pembelajaran yang bisa ngebantu kita untuk meningkatkan pengetahuan, yang pada akhirnya bisa berdampak bagus ke nilai kita

Students' Obstacles

-Cognitive Obstacle-

I: sekarang kita lanjut ke kendala yang kamu hadapi ya. Jadi apakah kamu mengalami pemahaman materi yang kurang maksimal selama online ini? dan tolong ceritakan bagaimana perasaan kamu ketika mengalami kendala tersebut?

A: saya fikir untuk materi tertentu memang terasa lebih sulit dipahami kak. Saya kadang kesal sendiri kak, udah capek sama sekolah online. Kalau offline kan gurunya bisa menerangkan berkali-kali dan menulis di papan tulis, sedangkan online kita dijelasin materi cuma 3 minggu sekali buat tiap bab nya. Tapi disisi lain saya juga berusaha memaklumi keadaan kak.

I: lalu kendala seperti apa yang kamu hadapi saat mengerjakan tugas?

A: saya kadang kewalahan dalam mengerjakan tugasnya kak, karena memang banyak banget. Jadi meskipun guru ngasih kelonggaran waktu 2 minggu buat ngerjakan, tapi saya bingung mbagi waktunya sama tugas yang lain yang sama-sama buanyakk.

I: terkait feedback bagaimana dek?

A: saya sedih karena selama online ini feedback guru semakin berkurang banget kak. Saya pernah dikasih feedback cuma sekali selama online ini, tapi setelah itu nggak pernah lagi. Jadi guru hanya ngasih nilai aja setelah saya ngumpulkan tugas. Itu dulu feedbacknya cuma duikit lewat privat chat di GC.

I: trus kamu harapannya gimana?

A: Sebenernya kalau online gini kita justru butuh feedback untuk meningkatkan nilai dan pengetahuan kita, soalnya saya merasa kalau selama online ini saya lebih banyak belajar sendiri dari pada sama guru.

-Technological Obstacle-

I: lalu apa kamu mengalami kendala teknis dek? Kendala seperti apa dan bagaimana perasaan kamu? Contoh masalah jaringan atau keperluan teknologi

A: kalau masalah jaringan, saya sering marah-marah sendiri kak terutama saat zoom. Itu karena memang bukan cuma saya yang makai wi-fi, tapi juga kakak saya yang juga masih pelajar. Jadi tingkat kecepatan wi-finya jadi berkurang gitu. Alhasil saya ga bisa memahami secara maksimal apa yang disampaikan guru. Apalagi saya kan tidak punya laptop sendiri. Jadi saya selalu makai HP kalau saat zoom. Susahnya kalau pas mau ngerjakan tugas itu harus bergantian laptop sama kakak, karena tugasnya selalu diminta dalam bentuk pdf yang menurut saya lebih mudah dilakukan di laptop dari pada di HP.

I: kalau terkait penggunaan platform gimana dek?

A: saya tidak ada masalah dalam menggunakan platform karena menurut saya semua platformnya mudah diakses.

-Social Obstacle-

I: oke sekarang kendala yg terakhir. Ceritakan kendala apa yang kamu hadapi selama belajar bahasa inggris online? Kamu bisa menceritakan dari segi dukungan orang sekitar seperti keluarga, teman, guru, dan sekolah

A: Alhamdulillah saya ga ada kendala terkait dukungan dari sekitar kak. orang tua memahami kalau memang musimnya masih begini, jadi mendukung saya buat tetap semangat sekolahnya, apalagi di rumah juga dipasang wi-fi semenjak online. Tapi terkadang saya kalau pagi-pagi masih disuruh bersih-bersih kak hehe, jadi kadang suka telat dikit gabung ke zoomnya, soalnya kan bahasa inggris ini jam pertama. Tapi saya tidak terlalu mempermasalahkan sih. Kalau sekolah memberi kuota gratis tiap bulan, jadi sangat mendukung untuk proses pembelajaran kalau misal wi-fi nya pas eror. Begitupun dengan guru dan teman yang selalu kasih semangat.

Students' Ways to Overcome such Obstacles

I: dari kendala-kendala yang kamu ceritakan barusan, bagaimana cara kamu untuk mengatasinya? Ceritakan dari kendala teknis, kendala memahami materi, mengerjakan tugas dan memahami feedback

A: selama online ini komunikasi saya tetap lancar sama temen-temen kak, jadi kalau saya ada kendala memahami materi atau saat mengerjakan tugas, saya selalu tanya sama mereka lewat WA, kadang video call an juga. Saya ga pernah chat guru kalau saya ada kendala. Jadi saya selalu diskusi sama teman kalau ga gitu cari di google.

Begitupun terkait ga dapat feedback, saya berusaha mempelajari lagi tentang materi yang ketika saya mendapat nilai jelek di tugas itu.

Kalau terkait masalah jaringan wi-fi itu saya selalu sedia kuota kak. dan yang masalah ga punya laptop itu saya selalu pinjem ke kakak, jadinya gantian. Sedih sebenernya, disaat online kayak gini kan kita butuh banget fasilitas teknologi, tapi ya mau gimana lagi

I: terakhir, kamu kan tadi sempat bilang ngrasa jenuh selama online ini. Trus bagaimana cara kamu mengatasi kejenuhan saat kelas berlangsung maupun saat mengerjakan tugas?

A: mmm kalau saya pribadi tidak ada solusi pasti kak. saya cuma berusaha memahami keadaan dan mengikuti pembelajaran sebagaimana mestinya

I: oke dek, saya rasa sementara ini cukup. Nanti kalau misal ada data yang kurang, saya boleh tanya-tanya lagi ya? yasudah, terimakasih banyak ya sudah mau membantu untuk penelitian saya. Semangat terus sekolah online nya.

Participant 3: Rani *(pseudonym)*

Students' Emotional Experiences

I: hallo dek, assalamualaikum

R: waalaikumsalam kak

I: jadi kemarin saya sudah wawancara dengan kedua temen kamu. Pertanyaan-pertanyaan dasar kemarin sudah saya tanyakan ke mereka, jadi sekarang kita langsung masuk ke intinya ya. Oh iya saya mau ngingetin sekali lagi kalau kita hanya focus ke pelajaran bahasa inggrisnya saja ya. Dan ini ga ada pengaruh sama sekali ke nilai kamu, tapi ini murni untuk kepentingan penelitian skripsi saya saja. Jadi ada 3 point yang akan saya tanyakan. Pertama focus ke pengalaman atau perasaan baik buruk yang kamu alami selama bahasa inggris online. Kedua focus ke kendala atau hambatan, dan ketiga cara kamu mengatasi kendala-kendala tersebut.

-Flexibility Experience-

I: Bisa diceritakan gimana perasaan kamu pas belajar bahasa inggris di rumah? Bisa dari segi tempat dulu, atau lingkungan rumah

R: kalau dari segi tempat sebenernya ada enak dan tidaknya kak. enaknya itu saya bisa duduk dan ndengerin guru dengan posisi yang lebih santai dari pada di kelas. bisa tetap focus juga. Kalau ga enaknya saya sering ngrasa bosen belajar bahasa inggris terus di rumah, karna ga ada temennya. Enakan belajar bareng-bareng dari pada sendirian.

I: lalu gimana perasaan kamu terkait waktu pembelajaran selama online ini? baik saat pelajaran, kuis, atau ujian

R: saya seneng sih kak karena selama online ini durasinya ga sepanjang kayak pas offline hehe. Jadi saya ga jenuh buat tetep stay di kelas online. Tapi sedihnya zoom nya cuma dilaksanakan sekali buat tiap bab nya, alhasil saya mudah lupa sama yang dijelaskan guru karna untuk zoom selanjutnya langsung ganti topic.

I: kalau waktu kuis dan ujian gimana dek?

R: Kalau untuk kuis saya ga masalah kak sama waktunya meskipun malam hari, jadi saya fine-fine aja kapanpun waktunya. Tapi tetep lebih milih quiz di pagi hari sih. Kalau jadwal ujian tetep sama kayak pas offline, kadang pagi kadang siang. Tapi saya kurang suka kalau kuisnya di rumah karna bikin saya panic kalau tiba-tiba hp atau jaringannya lemot. Kalau ujian kan dari dulu selalu ngerjakan sendiri, jadi dimanapun tempatnya saya tidak masalah. Tapi kalau di rumah itu paniknya nambah, meskipun sebenernya selalu lancar-lancar aja, tapi tetep takut koneksi tidak mendukung, apalagi jam nya terbatas.

-Control Experience-

I: media yang digunakan guru untuk menyampaikan materi katanya cuma ppt ya dek? Menurut kamu ppt nya gimana? Seberapa mendukung dalam membantu pemahaman kamu?

R: ppt nya secara keseluruhan mudah dipahami kak. apalagi kita bisa membaca ulang kalau pas kita kesulitan mengerjakan tugas

I: dan jika dibandingkan dengan offline, ceritakan bagaimana perasaan kamu terkait cara guru dalam menyampaikan materi selama online ini?

R: berhubung selama online ini waktunya tidak sepanjang kayak offline, jadi guru menjelaskan materinya tidak terlalu detail, jarang menambahkan crita-crita. Tapi saya seneng materinya masih bisa tersampaikan secara lisan dan tulis dengan mudah dipahami, karna guru menyampaikan materi selalu lewat zoom.

I: oke dek. Lalu apakah guru memberikan fasilitas berupa sumber penunjang pembelajaran selama online? Contoh: platform pembelajaran bahasa inggris seperti aplikasi atau link you-tube

R: ga pernah ada sumber penunjang materi kak. perasaan saya tidak masalah sebenernya, di internet kan banyak

I: lalu terkait kegiatan pembelajaran selama online ini perasaan kamu gimana dek?

R: sebenernya kegiatannya hampir sama kayak offline kak, tapi kalau online ini kegiatannya lebih terbatas. Tapi saya enjoy-enjoy aja kak, saya selalu mengikuti kelas sampai akhir. Karna

selama online ini tidak pernah ada kegiatan lain selain guru menyampaikan materi dan sesi tanya jawab untuk yg mau bertanya

I: Apakah kamu selalu hadir saat kelas berlangsung? Dan apakah kamu selalu mendengarkan penjelasan guru hingga selesai?

R: iya saya selalu hadir kak, dan mengikuti kelas sampai selesai.

I: lalu bagaimana keterlibatan atau keaktifan partisipasi kamu selama online ini dek? Misalnya keaktifan mengajukan pertanyaan

R: saya merasa partisipasi saya di kelas sama kayak offline kak, saya orangnya suka ngomong hehe, jadi kalau misal saya ada yang ga faham sama materinya, saya langsung tanya ke guru saat zoom.

I: kamu selalu mengumpulkan tugas tepat waktu?

R: iya selalu mengumpulkan tugas tepat waktu kak

I: apa yang memotivasi kamu untuk tetap mengumpulkan tugas tepat waktu selama online?

R: karna itu kan kewajiban kita sebagai murid dan agar saya bisa dapat nilai bagus seperti yang saya harapkan, karna kan kalau ngumpulinnya telat dikit aja nilainya bisa berkurang

I: okee, sekarang ceritakan bagaimana perasaan kamu terkait interaksi dengan teman dan guru selama online!

R: untuk interaksi secara langsung memang berkurang kak, begitupun interaksi sama temen selama zoom juga tidak ada. tapi saya selalu komunikasi sama temen-temen lewat WA buat diskusi tentang pelajaran. jadi merasa sangat terbantu dengan aplikasi yang makin canggih sekarang ini. begitupun dengan guru, saya biasanya suka chat buat bertanya, ya meskipun tidak senyaman saat interaksi langsung

-Analysis Experience-

I: lalu untuk nilai yang kamu dapatkan selama online ini gimana dek? Meningkat atau menurun? Dan perasaan kamu gimana?

R: saya happy meskipun selama online nilai saya masih terpantau stabil kak, tidak pernah dapet yang juwelek gitu. Karena kan saya sering diskusi sama temen tiap mengerjakan tugas. Jadi sangat membantu

Students' Obstacles

-Cognitive Obstacle-

I: oke dek, sekarang kita lanjut ke kendala yang kamu hadapi ya. Jadi apakah kamu mengalami pemahaman materi yang kurang maksimal selama online ini? tolong ceritakan bagaimana perasaan kamu ketika mengalami kendala tersebut?

R: tentu iya, karena kita kan ga bisa ketemu secara langsung sama guru. Mungkin ngrasanya sedih sih kak, karena yang biasanya bisa dijelaskan secara tatap muka dengan penjelasan yang detail dan banyak cerita, sekarang harus dijelaskan lewat online dengan waktu yang terbatas.

I: kalau terkait tugas, kendala seperti apa yang kamu hadapi? Dan bagaimana perasaan kamu?

R: saya jenuh kak, tugasnya terlalu banyak, jadi saya kadang kesulitan buat mentranslate ke bahasa Indonesia atau bahasa inggrisnya, jadi harus pakai google translate dulu. Apalagi semua tugasnya individu.

I: lalu terkait feedback gimana? Apa ada kendala?

R: saya kecewa selama online ini guru ga pernah memberi feedback sama sekali di tugas saya kak. beda sama offline dulu yang kadang guru masih nyempetin ngasih feedback di kertas tugas saya. Padahal menurut saya feedback itu penting banget biar kita makin semangat buat belajar.

-Technological Obstacle-

I: oke dek, sekarang tolong ceritakan kendala apa saja yang kamu hadapi terkait teknis? Misalnya dalam hal jaringan atau keperluan teknologi. Dan bagaimana perasaan kamu?

R: jadi saya pernah ngalamin jaringan wi-fi yang buruk kak, perasaanya kesal, panic, campur jadi satu. kalau sekolah offline kan enak kita ga perlu mikirin soal teknis. Kalau untuk keperluan teknologi Alhamdulillah mendukung semua.

I: kalau penggunaan platform gimana dek? Apa ada kendala dan gimana perasaan kamu?

R: dulu pas awal online, saya ngrasa sedikit bingung sama fitur-fitur platformnya kak, tapi lama-lama udah ga bingung lagi

-Social Obstacle-

I: baik sekarang kendala yg terakhir. Ceritakan kendala apa yang kamu hadapi selama belajar bahasa inggris online? Kamu bisa menceritakan dari segi dukungan orang sekitar seperti keluarga, teman, guru, dan sekolah

R: tidak ada kendala kak. semuanya memberikan dukungan penuh untuk saya. Temen-temen yang selalu fast respon kalau saya tanya ke dia lewat chat, guru yang terkadang ngasih motivasi biar kita tetep semangat, dan apalagi orang tua yang sampai memfasilitasi saya untuk ikut bimbingan belajar selama online ini. Sekolah juga dari awal memberikan paket data biar sekolah online nya lancar.

Students' Ways to Overcome such Obstacles

I: dari kendala-kendala yang kamu ceritakan barusan, bagaimana cara kamu untuk mengatasinya? Ceritakan satu-satu ya

R: jadi untuk mengatasi kendala terbesar saya yaitu memahami materi atau kesulitan ngerjakan tugas, saya selalu buka google atau you-tube kak, karna disitu kan banyak sumber-sumber yang bisa ngebantu kita. Selalu tanya-tanya ke temen juga lewat WA dan kadang mbaca ppt dari materi itu. Jadi selama online ini saya ga pernah ketemuan sama temen-temen, karna memang kan jarak rumahnya jauh-jauh semua.

I: kalau kendala teknis gimana dek?

R: berhubung sekolah memfasilitasi paket kuota, jadi saya selalu menggunakan itu sebagai cadangan kalau tiba-tiba wi-fi di rumah jelek kak

I: terakhir, selama online ini kan pasti ada rasa jenuhnya. Nah bagaimana cara kamu mengatasi kejenuhan saat kelas berlangsung maupun saat mengerjakan tugas?

R: Tidak ada solusi yang gimana-gimana sebenernya kak. kalau jenuh pas zoom ya saya ga bisa apa-apa, cuma bisa nerima aja. Kalau jenuh pas ngerjakan tugas itu saya coba berhenti dulu sejenak buat mainan hp, nonton you-tube. Setelah itu dilanjut lagi ngerjakan tugasnya

I: oke dek, saya rasa cukup. Terimakasih banyak ya untuk waktunya. Kalau misal ada data yang kurang, saya tanya-tanya lagi ke kamu gapapa ya?

R: boleh kok kak, iya kak sama-sama

Appendix 3

Visual Display Table of Thematic Analysis

Data Display	Coding/Categorizing	Generating Themes
STUDENT 1		
saya seneng belajar di rumah itu karena saya bisa milih tempat yang paling santai kak. Jadi bisa sambil duduk selanjar atau bersandar gitu. Jadi merasa lebih enjoy pas ndengerin penjelasan guru. Dan karena rumah dan lingkungan saya sepi, saya jadi ngrasa lebih focus. kalau ga enaknya saya kadang ngrasa kesepian. Karna yang awalnya banyak temen trus sekarang jadi sendirian.	*Flexibility Experience*: *Place of lesson* (Enjoyment, Focus, Loneliness)	**Students' Emotional Experiences Conveying Positive and Negative Emotions**
kalau kuis dan ujian saya ngrasa lebih seneng dilakukan di kelas langsung kak, jadi enak bareng-bareng ada temennya, bisa belajar bareng juga sebelum kuis atau ujiannya dilaksanakan. Beda sama online yang lebih banyak menuntut kita buat belajar sendiri.	*Flexibility Experience*: *Place of quiz and exam* (Inconvenience)	
untuk durasi mapel nya beda banget sama offline kak. Yang awalnya 90 menit trus sekarang jadi cuma 40-60 menitan. Sebenernya saya ga masalah. Tapi saya agak kecewa karna pertemuan untuk setiap topic hanya sekali zoom. Jadi saya rasa pemahaman materinya kurang maksimal, apalagi untuk topic materi yang sulit-sulit kayak cause and effect dan exposition saya kira perlu diadakan zoom lebih dari 1 kali.	*Flexibility Experience*: *Time of Lesson* (Disappointment)	

Dan saya sebenernya ==ga suka sama jadwal kuis yang selalu malam hari,== karena biasanya saya gunakan buat istirahat, ngerjain tugas, atau kadang jalan-jalan	*Flexibility Experience:* Time of Quiz and Exam (Inconvenience)	
kalau bagi saya PPT nya biasah-biasah saja kak, karna memang full tulisan. ==Kalau untuk materi-materi yang mudah masih mendukung untuk membantu pemahaman saya kak==, tapi kalau materi yang sulit itu kadang saya kurang faham. ==saya senang karena meskipun online cara guru njelasin materinya masih cukup jelas kak,== ya meskipun tidak sedetail dan semenarik pas offline.	*Control Experience: Material delivery* (Happiness)	
guru ga pernah ngasih sumber belajar tambahan, jadi ya hanya belajar lewat PPT dan buku saja. ==saya agak kecewa sih kak==. jadi pengennya guru nyampaikan materi ga cuma lewat ppt saja, biar kita ga bosen. Apalagi sekarang kan serba online, jadi kalau misalnya guru ngasih link you-tube itu enak kita bisa makin paham sama materi yang diajarkan.	*Control Experience: Material delivery* (Disappointment)	
saya dapat mengikutinya dengan baik kak. Tapi bedanya mungkin kalau online ini ==saya lebih banyak bosannya karna selama zoom kegiatannya cuma ndengerin penjelasan guru==. Guru udah ga pernah ngasih games lagi semenjak online, padahal itu salah satu yang bikin kita semangat lagi kalau kita pas jenuh. kalau ==saya pribadi pengennya guru bisa lebih aktif dalam menciptakan kegiatan pembelajaran yang==	*Control Experience: Learning Activity* (Boredom, Hope)	

==menarik,== supaya siswa makin termotivasi buat belajar bahasa.		
saya selalu hadir kak dan selalu mendengarkan penjelasan guru sampai kelasnya habis. selama online ini saya merasa ==makin low participation dibanding offline kak, karena respon guru bagi saya lebih jelas saat offline dari pada online==. ==Apalagi selama online ini guru tidak terlalu mancing-mancing siswa buat bertanya.== Kalau misal tidak ada yang ditanyakan, guru langsung ngasih intruksi tugas buat 2 minggu kedepan. ==ya saya selalu mengumpulkan tugas tepat waktu kak, tidak pernah melebihi deadline, karena itu bisa mempengarui nilai kita==	***Control Experience:*** *Involvement* (Dissatisfaction, Unmotivated, Motivated)	
==saya tidak puas dengan pembelajaran online karna saya ngrasa interaksinya makin sulit.== Apalagi kalau sama guru kita ketemu di zoom cuma 3 minggu sekali. ==Trus saya juga ga nyaman buat chat secara langsung ke guru. Tapi saya bersyukur meskipun online tapi interaksi saya dan teman-teman tetep lancar kak==, karna sekarang kan udah banyak platform yang memudahkan kita buat komunikasi jarak jauh. Tapi ya sedih juga karna gabisa ketemu secara langsung, gabisa ngerjakan tugas bareng, gabisa cerita-cerita.	***Control Experience:*** *Interaction with Peer and Teacher* (Unsatisfied, Inconvenience, Grateful)	
==kalau nilai sama saja kayak pas offline sih kak==. kalau saya rasa tugas maupun kuisnya mudah, saya ya dapat nilai bagus, tapi kalau misal saya ngrasa kesulitan pas ngerjakan, nilai saya agak turun. ==Tapi saya cukup senang karna jarang dapet nilai jelek==	***Analysis Experience***: *Learning Outcomes (Happiness)*	

iya saya merasa kurang maksimal selama online ini. saya selalu merasa pengen cepet-cepet offline kak, karna penjelasan guru lebih detail. Dan kita ga perlu lagi terkendala masalah teknis yang bisa mengganggu proses pembelajaran	*Cognitive Issue:* (Nonoptimal knowledge, Impatience)	**Students' Obstacle**
jadi tugas selama online ini jauhh lebih banyak dibanding offline, saya ngrasa jenuh karna semua tugasnya individu, ga pernah kelompok sama sekali, kalau kelompok kan bisa dibagi tugasnya. Apalagi kalau tugasnya ada yang lumayan sulit itu butuh waktu yg ekstra buat ngerjakan. Tapi saya masih bersyukur karna guru ngasih waktu 2 minggu buat ngerjakan tugas dari 1 topik tersebut.	*Cognitive Issue:* (Overloading homework, Saturation, Grateful)	
kendalanya justru guru ga pernah ngasih feedback sama sekali selama online ini kak, jadi setelah saya ngumpulkan tugas di google classroom, trus beberapa hari setelahnya guru ngasih nilai. Selama zoom juga ga pernah ada evaluasi tentang tugas. Jadi saya bingung kalau misal saya dapet nilai yang agak jelek, saya tidak tau salahnya dimana	*Cognitive Issue* (Lack of Feedback, Confusion)	
saya merasa bersyukur karna dari segi alat teknologi Alhamdulillah mendukung semua kak, jadi ada laptop dan hp, ada headset juga. Kalau koneksi internet ini yang kadang bikin saya jengkel. Kan di rumah pakai wi-fi kak, trus pernah pas zoom itu tiba-tiba koneksinya jelekk, jadi kayak terputus-putus gitu suara gurunya. Jadi ya sangat mengganggu belajar saya. saya ga ada kendala yang berarti ketika menggunakan platform kak, karena memang	*Technological Issue* (Wi-Fi Network Instability, technological incompetence, annoyed)	

platformnya mudah diakses. <mark>Tapi mungkin kendalanya pas di awal online karena kita tidak pernah menggunakan beberapa platform kayak zoom atau google classroom.</mark>		
saya <mark>pribadi tidak ada kendala yang berarti. Alhamdulillah selama online ini semuanya memberi dukungan,</mark> seperti orang tua yang ga pernah marah kalau saya sehari-hari di kamar terus buat ngerjakan tugas. Teman pun juga ga ada yang pelit berbagi ilmu kalau saya pas tanyak-tanyak ke mereka. Kalau guru tetap memberi semangat layaknya sekolah offline, dan sering ngingetin kita semua di grup WA kalau jangan lupa ngerjakan tugas. Dan sekolah juga memfasilitasi kuota internet tiap bulannya kak, jadi saya senang ga perlu beli kuota sendiri.	*Social Issue* (none)	
Trus terkait kesulitan memahami materi itu saya ga pernah nanyak atau chat guru kak, jadi <mark>saya selalu nyari sendiri di google atau you-tube, sering juga diskusi sama temen lewat WA.</mark> Begitupun dengan ngerjakan tugas itu <mark>saya merasa terbantu banget dengan adanya google translate,</mark> jadi kalau misal gatau artinya atau bahasa inggrisnya, saya langsung buka itu. <mark>Dan sering nanya ke temen juga punya dia seperti apa kerjaannya</mark> kalau saya pas dapet nilai bagus, saya tidak masalah walaupun ga dapet feedback kak, karna berarti saya mampu di materi tersebut. Tapi kalau misal dapet nilai agak jelek, saya <mark>coba tanya ke temen deket</mark> mereka dapat berapa nilainya, trus	*Ways to Overcome Cognitive Issue* (Searching on Google, Watching You-tube, Asking with Peers)	**Students' Ways to Overcome The Obstacles**

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saya coba diskusikan sama mereka tentang kira-kira salahnya dimana, jadi saling bertukar pikiran gitu kak.		
Jadi untuk mengatasi masalah koneksi internet itu, saya langsung <mark>menggantinya ke kuota yang dikasih sama sekolah.</mark>	*Ways to Overcome Technological Issue* (Changing Wi-Fi into Data Package)	
Kalau misal <mark>saya ngrasa agak jenuh pas zoom saya kadang matikan kamera hp saya sebentar.</mark> Saya seneng kak karna guru tidak mewajibkan siswa buat on camera saat zoom. Tapi <mark>kalau jenuh pas ngerjakan tugas itu saya coba sambil mendengarkan music</mark>, jadi rasanya lebih enjoy	*Other Ways to Overcome Cognitive Issue* (turn off the zoom camera, listening to music)	
STUDENT 2		
berhubung saya belajarnya selalu di rumah sendiri, saya <mark>merasa lebih enjoy dan lebih bebas kak. apalagi ini kan Bahasa asing, jadi kalau pas zoom, saya bisa lebih memperhatikan bagaimana guru mengucapkan kata bahasa inggris.</mark> ya meskipun <mark>kadang keganggu sama kendaraan yang lewat didepan rumah.</mark> Tapi kalau misal disuruh milih offline atau online, saya lebih offline	*Flexibility Experience: Place of Lesson* (Enjoyment, Focus , Annoyed)	**Students' Emotional Experiences Conveying Positive and Negative Emotions**
<mark>Tapi saya lebih suka ngerjakan kuis dan ujian di kelas langsung dari pada online kak</mark>, enakan langsung ngerjakan di kertas dari pada online <mark>yang sering kepikiran</mark> gimana misalnya kalau tiba-tiba jaringan tidak mendukung. Jadi saya takut kalau misalnya itu terjadi bisa berdampak ke nilai saya	*Flexibility Experience: Place of quiz and exam* (Anxious)	
jadi sejak online ini guru njelasin materi cuma 3	*Flexibility*	

minggu sekali, itu untuk setiap bab baru. <mark>Saya sedih sih kak,</mark> <mark>karna untuk beberapa materi yang sulit kita perlu pertemuan lebih dari 1 kali</mark>. <mark>Setidaknya per materi bisa 2 kali zoom,</mark> <mark>gapapa waktunya cuma sebentar, saya happy-happy aja</mark>, soalnya juga capek kalau harus mantengin layar terus.	**Experience:** *Time of Lesson* (Sadness, Hope, Happiness)	
jadwal kuis selalu dilakukan malam hari jam 7-9 kak<mark>, saya kalau malem itu kadang udah ngantuk dan capek</mark>, makanya saya lebih suka kuis pagi karena masih fresh. Jadi <mark>saya berharapnya guru ga ngambil waktu diluar jam pelajaran</mark>. Kalau jadwal semester ya sama seperti offline, kebijakan dari sekolah.	*Flexibility* **Experience:** *Time of Quiz and Exam* (Drowsiness, Exhaustion, Hope)	
PPT nya monoton kak, tapi saya ga terlalu mempermasalahkan sih. Yang penting <mark>isi dari ppt tersebut cukup membantu saya dalam memahami materi</mark>, meskipun saya kadang ada yang ga ngerti sama kosa kata yang ditulis guru. Dan saya coba langsung buka google translate. <mark>Cara nyampaikannya mudah dipahami kak, karna guru ga full ngomong bahasa inggris, jadi saya senang. gurunya juga santai, ga killer.</mark>	**Control Experience:** *Material delivery* (Happiness)	
ga pernah sama sekali kak. <mark>saya juga ga terlalu masalah sebenernya, karna kita kan bisa cari sendiri,</mark> apalagi sekarang sudah banyak banget sumber-sumber belajar bahasa inggris di internet.	**Control Experience:** *Material delivery* (Confidence)	
berhubung zoom nya cuma 3 minggu sekali, <mark>saya menikmati aja kak, ga terlalu bosen dalam mengikuti kegiatan pembelajarannya.</mark> Cuma	**Control Experience:** *Learning Activity* (Enjoyment, Hope)	

memang ada sedikit perbedaan kegiatan selama online ini. kalau dulu kita masih sering kayak praktek dialog didepan kelas, sekarang udah ga pernah. Jadi ga pernah praktek langsung sama guru. saya ga masalah sih kak, mungkin gurunya kesulitan menghandle selama online ini. ==tapi pengennya ya kalau bisa kegiatannya lebih bervariasi hehe==		
ketika zoom tidak ada interaksi sama sekali dengan teman kak, karna kita cuma ndengerin penjelasan guru tanpa ada kegiatan lain yang melibatkan interaksi sesama murid, kayak sesi diskusi atau tugas kelompok. ==Makanya kadang saya bosen.== Kalau sama guru interaksinya memang jadi terbatas, ga kayak offline dulu yang tiap minggunya bisa diajar sama beliau. Jadinya ngrasa rindu banget sama sekolah offline.	*Control Experience:* *Interaction with peers and teacher* (Boredom)	
karna zoomnya cuma 3 minggu sekali, ==saya selalu hadir kak. rindu sama temen-temen== hehe. selama online ini saya tidak pernah mengajukan pendapat, karena tidak pernah ada sesi diskusi. Saya juga ga pernah tanya ke guru, baik saat zoom atau chat. ==Saya ngrasa ga nyaman aja bertanya melalui online== kak, karena saya fikir jika saya bertanya via online, jawabannya mungkin tidak sedetail saat saya bertanya langsung di kelas. ==saya selalu aktif mengerjakan dan mengumpulkan tugas. Karena saya pengen dapat hasil yang bagus di rapot nanti==	*Control Experience:* *Involvement* (Excitement, Inconvenience, Motivated)	

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nilainya ga tentu kak. Kadang dapet bagus kadang juga standar. Menurut saya untuk mendapatkan nilai yang bagus ga terlalu sulit sih, asalkan kita rajin belajar. Apalagi sekarang kan banyak sumber pembelajaran yang bisa ngebantu kita untuk meningkatkan pengetahuan, yang pada akhirnya bisa berdampak bagus ke nilai kita	*Analysis Experience:* *Learning Outcomes* (Happiness)	
saya fikir untuk materi tertentu memang terasa lebih sulit dipahami kak. saya kadang kesal sendiri, udah bosen sama sekolah online. Kalau offline kan gurunya bisa menerangkan berkali-kali dan menulis di papan tulis, sedangkan online kita dijelasin materi cuma 3 minggu sekali buat tiap bab nya. Tapi disisi lain saya juga berusaha memaklumi keadaan kak.	*Cognitive Issue* (Nonoptimal knowledge, annoyed, boredom)	**Students' Obstacles**
saya kadang kewalahan dalam mengerjakan tugasnya kak, karena memang banyak banget. Jadi meskipun guru ngasih kelonggaran waktu 2 minggu buat ngerjakan, tapi saya bingung mbagi waktunya sama tugas yang lain yang sama-sama buanyakk.	*Cognitive Issue* (Overloading homework, overwhelmed, confusion)	
saya sedih karena selama online ini feedback guru semakin berkurang banget kak. Saya pernah dikasih feedback cuma sekali selama online ini, tapi setelah itu nggak pernah lagi. Jadi guru hanya ngasih nilai aja setelah saya ngumpulkan tugas. Itu dulu feedbacknya cuma duikit lewat privat chat di GC. Sebenernya kalau online gini kita justru butuh feedback untuk menigkatkan nilai dan pengetahuan kita, soalnya saya merasa kalau selama online ini saya lebih banyak belajar sendiri	*Cognitive Issue* (Lack of Feedback, sadness, hope)	

dari pada sama guru.		
<mark>kalau masalah jaringan, saya sering marah-marah sendiri kak terutama saat zoom.</mark> Itu karena memang bukan cuma saya yang makai wi-fi, tapi juga kakak saya yang juga masih pelajar. <mark>Jadi tingkat kecepatan wi-finya jadi berkurang</mark> gitu. Alhasil saya ga bisa memahami secara maksimal apa yang disampaikan guru. <mark>Apalagi saya kan tidak punya laptop sendiri.</mark> Jadi saya selalu makai HP kalau saat zoom. <mark>Susahnya kalau pas mau ngerjakan tugas itu harus bergantian laptop sama kakak</mark>, karena tugasnya selalu diminta dalam bentuk pdf yang menurut saya lebih mudah dilakukan di laptop dari pada di HP. saya tidak ada masalah dalam menggunakan platform karena menurut saya semua platformnya mudah diakses.	*Technological Issue* (Network inability, lack of electronic devices, anger)	
Alhamdulillah saya ga ada kendala terkait dukungan dari sekitar kak. orang tua memahami kalau memang musimnya masih begini, jadi mendukung saya buat tetap semangat sekolahnya, apalagi di rumah juga dipasang wi-fi semenjak online. Tapi <mark>terkadang saya kalau pagi-pagi masih disuruh bersih-bersih kak hehe, jadi kadang suka telat dikit gabung ke zoomnya</mark>, soalnya kan bahasa inggris ini jam pertama, tapi saya tidak terlalu masalah. Kalau sekolah memberi kuota gratis tiap bulan, jadi sangat mendukung untuk proses pembelajaran kalau misal wi-fi nya pas eror. Begitupun dengan guru dan teman yang selalu kasih semangat.	*Social Issue* (housework's responsibility)	
selama online ini komunikasi saya tetap lancar	*Ways to Overcome*	**Students' Ways to**

sama temen-temen kak, jadi kalau saya ada kendala memahami materi atau saat mengerjakan tugas, <mark>saya selalu tanya sama mereka lewat WA</mark>, kadang video call an juga. Saya ga pernah chat guru kalau saya ada kendala. <mark>Jadi saya selalu diskusi sama teman kalau ga gitu cari di google</mark>. Begitupun terkait ga dapat feedback, saya <mark>berusaha mempelajari lagi tentang materi</mark> yang ketika saya mendapat nilai jelek di tugas itu.	*Cognitive Issue* (asking with peers, searching on Google, review the material)	**Overcome The Obstacles**
Kalau terkait masalah jaringan wi-fi itu saya <mark>selalu sedia kuota</mark> kak. dan yang masalah ga punya laptop itu saya <mark>selalu pinjem ke kakak</mark>, jadinya gantian. Sedih sebenernya, disaat online kayak gini kan kita butuh banget fasilitas teknologi, tapi ya mau gimana lagi	***Ways to Overcome Technological Issue*** (Changing from Wi-Fi to data package, borrowing sister's laptop)	
mmm kalau <mark>saya pribadi tidak ada solusi pasti kak. saya cuma berusaha memahami keadaan dan mengikuti pembelajaran sebagaimana mestinya</mark>	***Other Ways to Overcome Cognitive Issue*** (self-acceptance)	
STUDENT 3		
kalau dari segi tempat sebenernya ada enak dan tidaknya kak. <mark>enaknya itu saya bisa duduk dan ndengerin guru</mark> dengan posisi yang lebih santai dari pada di kelas. bisa tetap focus juga. Kalau ga enaknya saya sering <mark>ngrasa bosen</mark> belajar bahasa inggris terus di rumah, <mark>karna ga ada temennya</mark>. Enakan belajar bareng-bareng dari pada sendirian.	*Flexibility Experience: Place of lesson* (Enjoyment, Boredom, Loneliness)	**Students' Experiences Conveying Positive and Negative Emotions**
<mark>saya seneng sih kak karena selama online ini</mark>	*Flexibility*	

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durasinya ga sepanjang kayak pas offline hehe. Jadi saya ga jenuh buat tetep stay di kelas online. Tapi sedihnya zoom nya cuma dilaksanakan sekali untuk setiap bab, alhasil saya mudah lupa sama yang dijelaskan guru karna untuk zoom selanjutnya langsung ganti topic	*Experience:* Time of lesson (Happiness, Sadness)	
Kalau untuk kuis saya ga masalah kak sama waktunya meskipun malam hari, jadi saya fine-fine aja kapanpun waktunya. Tapi tetep lebih milih quiz di pagi hari sih. Kalau jadwal ujian tetep sama kayak pas offline, kadang pagi kadang siang.	*Flexibility* *Experience:* Time of quiz and exam (Hope)	
Tapi saya kurang suka kalau kuisnya di rumah karna bikin saya panic kalau tiba-tiba hp atau jaringannya lemot. Kalau ujian kan dari dulu selalu ngerjakan sendiri, jadi dimanapun tempatnya saya tidak masalah. Tapi kalau di rumah itu paniknya nambah, meskipun sebenernya selalu lancar-lancar aja, tapi tetep takut koneksi tidak mendukung, apalagi jam nya terbatas	*Flexibility* *Experience:* Place of quiz and exam (Inconvenience, Anxiety)	
ppt nya secara keseluruhan mudah dipahami kak. apalagi kita bisa membaca ulang kalau pas kita kesulitan mengerjakan tugas. berhubung selama online ini waktunya tidak sepanjang kayak offline, jadi guru menjelaskan materinya tidak terlalu detail, jarang menambahkan crita-crita. Tapi saya seneng materinya masih bisa tersampaikan secara lisan dan tulis dengan mudah dipahami, karna guru menyampaikan materi selalu lewat zoom.	*Control Experience:* Material delivery (Happiness, Sadness)	

ga pernah ada sumber penunjang materi kak. <mark>perasaan saya tidak masalah sebenernya, karna di internet kan banyak</mark>	*Control Experience:* *Material delivery* (Confidence)
sebenernya kegiatannya hampir sama kayak offline kak, tapi kalau online ini kegiatannya lebih terbatas. Tapi <mark>saya enjoy-enjoy aja</mark> kak, saya selalu mengikuti kelas sampai akhir. Karna selama online ini tidak pernah ada kegiatan lain selain guru menyampaikan materi dan sesi tanya jawab untuk yg mau bertanya	*Control Experience:* *Learning Activity* (Enjoyment)
untuk interaksi secara langsung memang berkurang kak, begitupun interaksi sama temen selama zoom juga tidak ada. <mark>tapi saya selalu komunikasi sama temen-temen lewat WA buat diskusi tentang pelajaran. jadi merasa sangat terbantu</mark> dengan aplikasi yang makin canggih sekarang ini. begitupun dengan guru, saya biasanya suka chat buat bertanya, <mark>ya meskipun tidak senyaman saat interaksi langsung</mark>	*Control Experience:* *Interaction with peers and teacher* (Happiness, Dissatisfaction)
iya saya selalu hadir kak, dan mengikuti kelas sampai selesai. <mark>saya merasa partisipasi saya di kelas sama kayak offline kak</mark>, <mark>saya orangnya suka ngomong hehe</mark>, jadi kalau misal saya ada yang ga faham sama materinya, saya langsung tanya ke guru saat zoom. iya selalu mengumpulkan tugas tepat waktu kak, karna itu kan kewajiban kita sebagai murid dan <mark>agar saya bisa dapat nilai bagus seperti yang saya harapkan</mark>, karna kan kalau ngumpulinnya telat dikit aja nilainya bisa berkurang	*Control Experience:* *Involvement* (Pride, Motivated)

saya happy meskipun selama online nilai saya masih terpantau stabil kak, tidak pernah dapet yang juwelek gitu. Karena kan saya sering diskusi sama temen tiap mengerjakan tugas. Jadi sangat membantu	*Analysis Experience: Learning Outcomes* (Pride, happiness)	
Tentu iya, karena kita kan ga bisa secara langsung ketemu sama guru. mungkin ngrasanya sedih sih kak, karena yang biasanya bisa dijelaskan secara tatap muka dengan penjelasan yang detail dan banyak cerita, sekarang harus dijelaskan lewat online dengan waktu yang terbatas.	*Cognitive Issue* (Nonoptimal knowledge, sadness)	**Students' Obstacles**
saya jenuh kak, tugasnya terlalu banyak, jadi saya kadang kesulitan buat mentranslate ke bahasa Indonesia atau bahasa inggrisnya, jadi harus pakai google translate dulu. Apalagi semua tugasnya individu.	*Cognitive Issue* (Overloading homework, Saturation)	
saya kecewa selama online ini guru ga pernah memberi feedback sama sekali di tugas saya kak. beda sama offline dulu yang kadang guru masih nyempetin ngasih feedback di kertas tugas saya. Padahal menurut saya feedback itu penting banget biar kita makin semangat buat belajar.	*Cognitive Issue* (Lack of feedback, disappointment)	
jadi saya pernah ngalamin jaringan wi-fi yang buruk kak, perasaanya kesal, panic, campur jadi satu. kalau sekolah offline kan enak kita ga perlu mikirin soal teknis. Kalau untuk keperluan teknologi Alhamdulillah mendukung semua. dulu pas awal online, saya ngrasa sedikit bingung sama fitur-fitur platformnya kak, tapi lama-lama udah ga bingung lagi	*Technological Issue* (Bad connectivity, Annoyed, Panic, Confusion of platform usage)	

tidak ada kendala kak. semuanya memberikan dukungan penuh untuk saya, apalagi orang tua yang sampai memfasilitasi saya untuk ikut les atau bimbingan belajar selama online ini. sekolah juga dari awal memberikan paket data biar sekolah online nya lancar.	*Social Issue* (none)	
jadi untuk mengatasi kendala terbesar saya yaitu memahami materi atau kesulitan ngerjakan tugas, saya selalu buka google atau you-tube kak, karna disitu kan banyak sumber-sumber yang bisa ngebantu kita. Selalu tanya-tanya ke temen juga lewat WA, dan kadang mbaca ppt dari materi itu. jadi selama online ini saya ga pernah ketemuan sama temen-temen, karna memang kan jarak rumahnya jauh-jauh semua.	*Ways to Overcome Cognitive Issue* (Searching on Google or Watching You-tube, Asking with peers, Reread the PPT of material)	**Students' Ways to Overcome The Obstacles**
berhubung sekolah memfasilitasi paket kuota, jadi saya selalu menggunakan itu sebagai cadangan kalau tiba-tiba wi-fi di rumah jelek kak	*Ways to Overcome Technological Issue* (Changing from Wi-Fi into Data Package)	
Tidak ada solusi yang gimana-gimana sebenernya kak. kalau jenuh pas zoom ya saya ga bisa apa-apa, cuma bisa nerima aja. Kalau jenuh pas ngerjakan tugas itu saya coba berhenti dulu sejenak buat mainan hp, nonton you-tube. Setelah itu dilanjut lagi ngerjakan tugasnya	*Other Ways to Overcome Cognitive Issue* (self-acceptance, playing handphone)	

Appendix 4

RESEARCH MATRIX

Title	Problem	Variable	Indicators	Data Resources	Research Method
Senior High School Students' Emotional Experiences, Obstacles, and Ways to Overcome the Obstacles The Online English Learning during Covid-19 Pandemic: A Narrative Study	1. How are senior high school students' emotional experiences of online English learning during the Covid-19 pandemic? 2. How obstacles do senior high school students experience during online English learning? 3. How do senior high school students overcome the obstacles of online English learning?	1.Students' Emotional Experiences a. Flexibility Experience b. Control Experience c. Analysis Experience 2.Students' Obstacles 3.Students' Ways to Overcome The Obstacles	1. Students' emotional experiences: a. Positive b. Negative 2. Students' obstacles: a.Technological Issue b.Cognitive Issue c.Social Issue 3. Students' ways to overcome the obstacles a.Ways to overcome technological issue b.Ways to overcome cognitive issue c. Other Ways to overcome Cognitive issue	**Research Participant:** Three senior high school students of grade 11th from MIPA 1	1. **Research Design** A Narrative Study 1. **Research Context** Purposive Method 2. **Research Participant** Purposeful Sampling 3. **Data Collection Method** Semi-structured interview 4. **Data Analysis** Thematic Analysis by Braun & Clark (2006)