



## MEDICAL STUDENTS' PROBLEMS IN ENGLISH ONLINE LEARNING DURING PANDEMIC

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### ABSTRACT

This study aimed to identify medical students' problems in following English online learning on the Covid-19 pandemic. This study used qualitative descriptive research using a survey design. The participants of this research were 183 medical students of Baiturahmah University who taking English subject. Data was collected through questionnaires that spread by using Google Forms. The data were analyzed quantitatively. The results of the study showed that the medical students had problems in English online learning during the Covid-19 pandemic. The problems faced were the networks, the limited quota, the environment, the motivation, and the comprehension of materials. It is hoped that the institutions, the lecturers, and the students find the solution in creating effective, conducive, and valuable learning.

**Key Words:** english; online learning; problems; Covid-19

### INTRODUCTION

The situation of the covid-19 pandemic has a lot of impact to several parties, include the education field. The government, both the central and the local government should take a policy as a preventive effort to prevent the covid-19 transmission. One of the effort is do not allow a school or educational institutions to operate offline. Therefore, the spreading of covid-19 can be minimized. Thus, the educational field is forced to do a transformation and adaptation so the education process can be done well. (Mastura & Santaria, 2020).

In a Circular Letter Number 4 Year 2020, the government stated that the education process in the covid-19 emergency period is be done online or it is also called as distance education (Kemendikbud, 2020) where both students and educators should not come or attend to school or education institution in the process of teaching and learning. This circular letter is signed by Nadiem Makarim as the Minister of Education and Culture on March 24<sup>th</sup>, 2020. It is done so that all the education components, teachers, students and the

public can keep their health and safety in this pandemic period. With the circular letter, it appears a problems for educators and students.

The problems faced by educators, both teachers and lecturers, in this pandemic period is the process of teaching and learning that be done at home as the material explanation, the assignment giving, even the material evaluation is also be done online. So that, there are some terms appears such as *work from home*, *study at home*, *online learning*, *online examination*, *work from office*, etc that usually heard and used during the covid-19 pandemic period. This learning process is always used with the rules that given by the government, all of the education activity should be done from home or online (Marbun, 2021).

The education system in Indonesia, from the elementary school to the university, is affected by the covid-19 pandemic (Khasanah et al., 2020; Nurfalah, 2019) where the education should be adapt with the learning method, concept and design to used in the learning online. Asmuni (2020) stated that in this covid-19 pandemic period, the education process especially the learning

process has change a lot, where students are used with learning face to face and now students should adapt with the online learning process. The online learning process is done through some applications such as zoom, google meet, whatsapp, and other online platforms that support the implementation of the distance education (Nurfalah, 2019; Syakur et al., 2020).

Before the pandemic, the process of teaching and learning is done offline. The process of lesson planning until evaluation are done by face to face. Students and educators can interact with each other, either students with students or educators with other educators so that there is a communicative interaction. Beside of that, the learning process before the covid-19 pandemic feels more alive and students' motivation is also high because they attend and meet directly with a friends and teachers.

The online media application is one of the effective solution and preventive step to prevent the spreading of covid-19 in the education field. The educators and students interact online where the educators can give a material, questions and assignments in one of the online platform and the students can access it through the phone or laptop. This is done from home without a physical contact or face to face. The students also can ask, interact and re-send the assignment that has done through the agreed to used media platform. This sounds and hears easy to be done, but the conventional learning system has implemented for a long time, it is hard to change the learning system to online. And of course, a lot of sides, students or educators are not ready yet to accept and face this fast and unexpected change.

Baiturrahmah University, as one of the university institution, has also implement the online learning system that had be done on the even semester year 2019/2020. Baiturrahmah University gives a freedom to use online application as the effort to support online learning. Baiturrahmah University is already have their own online learning platform or e-learning that can be accessed

by students or lecturers. Beside of that, the lecturers also can use the other alternative application such as google classrrom, edmodo, slack, asana, whatsapp, line, skype, youtube, or zoom that facilitated by the university.

The implementation of online learning that has been going for more than two semesters need to be evaluated to know online learning problem that faced by the students especially medical students in the implementation of English learning process. This research needs to be done because the covid-19 is still not showing when the pandemic over yet so that the online learning system might will still be implemented. Moreover, this research is also going to describe the learning strategy that good to used by the lecturers or the medical students in facing the English learning situation online during the covid-19 pandemic. The result of the research is expected can be a suggestion and improvement to the better online learning in the covid-19 pandemic period so that the process of teaching and learning can be implement more effective.

The research that relevant to this research is the research done by Dinata (2020) in the title "*Problematika Pembelajaran Daring Mata Kuliah Geometri Transformasi Di Masa Pandemi Covid-19*". The research result showed that in online learning, it is better if the teacher uses the application that easy to access and prepare the material in the form of digital video which can be accessed by students. The other research is the research done by Asmuni (2020) that showed the problems that the teacher face were the weak of IT mastery and the lack of observation to the students. While, other problems that found was the students were less active in participating in learning and the lack of the internet access.

Based on the theory and previous study explanation above, there is no research about the problem in English online learning mainly to the vocational students, especially medical students. Therefore, the researcher is interested to identify and describe the

problems faced by medical students during English online learning at Baiturrahmah University. This research has a purpose to know the problems faced by medical students in English online learning. By doing the research, all students, lecturers, and university side can give a suggestion and solution so that the online learning can be more effective and efficient during the covid-19 pandemic.

## RESEARCH METHOD

This research was descriptive qualitative where the research's goal is to describe, explain, and answer in more detail about the researched problem as maximum as possible learning about the case on a group (Sugiyono, 2011). The descriptive qualitative research makes the researcher as a research's core and key with the pressure of the research result to the meaning from the research than a theory generalization (Gunawan, 2017; Sugiyono, 2011).

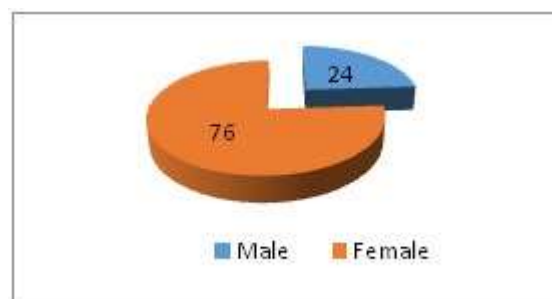
This research was implemented in Medical Faculty at Baiturrahmah University with the research subject was the medical faculty's students. The inclusion research object were 183 students of the third semester from medical faculty who had taken English subject in online method during the covid-19 pandemic.

Because this research was descriptive qualitative, it meant the research instrument was the researcher herself/himself. Moleong (2019) stated that in the qualitative research, the researcher is doing directly the field work and activity with the researched people to collect the data so that, it can be said that the instrument of the research is the researcher her/himself. The technique of data collection used questionnaire and interview. The researcher would spread the questionnaire to the students about to the English learning problems used during the covid-19 pandemic and interview several students about the faced problems in online learning. Moreover, the learning activity document was also accessed to support the data need.

The used data analysis was the Miles & Huberman's concept, there are four steps, which are the data collection, data reduction, data display and drawing conclusion or verification. In the data collection, the literature study was done to get the theory about the online learning problems during the covid-19 pandemic. Then, the data reduced with conclude the theory, choose the main thing and focus on the important thing so that the data reduction give the more detail and clear description. The focus in this research was the online learning problems in the English subject during the covid-19 pandemic. The data displayed with grouping in accordance with the narrated indicator of online learning problems. Afterward, the drawing conclusion and verification was done as the research finding.

## RESULTS AND DISCUSSION

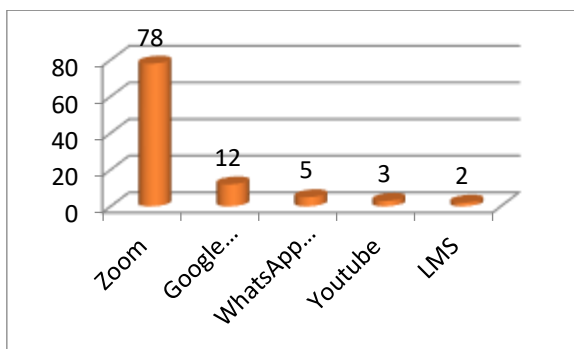
The questionnaire was shared and filled online by the medical students who take TOEFL subject. The students of the third semester were chosen because they had taken English I subject on the first semester and are taking the TOEFL subject on the 3<sup>rd</sup> semester so that they have many experiences in taking the study online. The result of the questionnaire showed the female respondent in the number of 76% and the male respondent in the number of 24% (**Figure 1**).



**Figure 1. Respondent Comparison**

The questionnaire result also showed that the application used by the lecturer and the students in learning English online. The used application were zoom, google classroom, whatsapp group, youtube, and e-learning that provided by the university. The

application description is presented in the diagram.



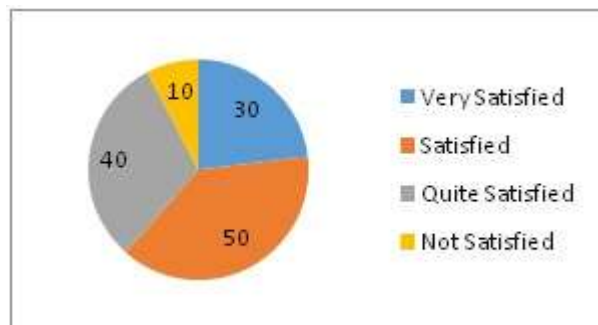
**Figure 2. The Online Learning Application**

On the figure 2, it can be seen that the most used application in learning English online was zoom. The zoom application was used by 78% respondent, 12% respondent used google classroom, 5% respondent used whatsapp group, 3% respondent used youtube, and 2% respondent used LMS. In taking the online study, the students tend to choose using zoom and google classroom rather than the other applications, while for the communication between the students and the lecturer, the students chose to use whatsapp group application. This result is the same as the research done by Marbun (2021) that stated the online education service was done using the application such as zoom, google classroom, webex meeting which can be utilize appropriate to the learning needs. Beside of that, the using of these applications also have a purpose to provide and distribute the subject material to the students and connecting the lecturer and the students (Fauzi, 2020).

The problems faced by the students in online learning were divided into five indicators, which were, network, quota limitation, condition of environment, motivation, and material understanding. For the more detail, here are the explanation.

*a. Network*

The problem that faced by the students in English learning is the not contented internet network and the bad signal if the power outage and the weather is rain. It can be seen on this figure 3;

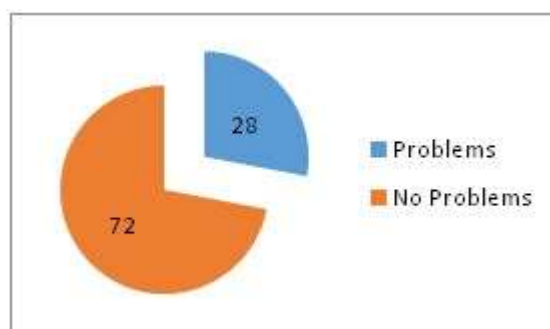


**Figure 3. The Network Available Percentage**

On the figure 3, it can be seen that the percentage of the students who felt very contented with the internet network was 30%, while the students who felt contented with the internet network was 50%, and 40% felt contented enough also 10% felt less contented. This result is also supported by Surahman et al (2020) that stated one of the challenge that faced in the implementation of online learning was there is no adequate infrastructure yet, one of them is the available of internet network. A lot of area in Indonesia especially that located in the village has not have the internet access yet. Beside of that, the faced problem was also relate to the unstable internet network (Djaja, 2017).

*b. Quota*

The other problem faced by the students who take English subject online was the limitation of internet quota. A lot of students complained about the quota that they used in this online learning. It can be seen in figure 4:

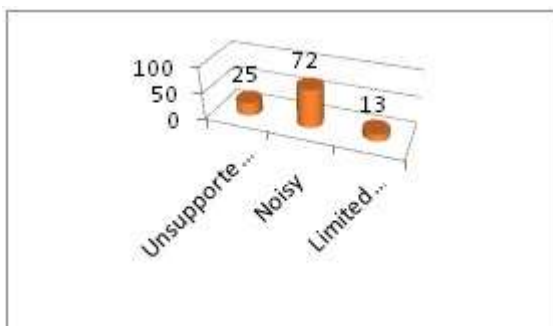


**Figure 4. The Internet Quota Problem Percentage**

On the figure 4 above, it can be seen that 28% of the medical students had a problem with the limitation of internet quota, while 72% was not have a problem in fulfilling the need of internet quota in online learning. It is in line with the research done by Annur and Hermansyah (2020); and Widodo and Nursapttini (2020) that stated one of the struggles or problems faced by students in online learning during the covid-19 pandemic was the limitation of internet quota to follow the online subject.

*c. Environment Condition*

The result of questionnaire analysis also showed that beside of the technical problem such the internet network and the limitation of quota, the condition of the environment was also be the problem in taking online learning. It can be seen on the figure 5:



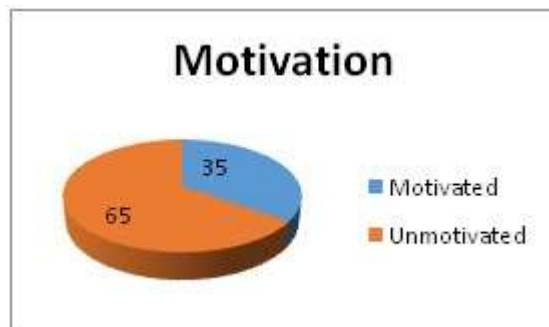
**Figure 5. The Environment Condition Percentage**

On the figure 5 above, it can be seen that the percentage of the students who struggle in taking online learning was because the noisy environment was in the number of 72%, 25% to the unsupported environment, and 13% to the environment that far from the internet coverage. The conducive environment can motivate students to study, and vice versa, if the environment is not conducive, then students are not motivated to study (Juliya & Herlambang, 2011).

*d. Motivation*

The result of the questionnaire analysis also showed the motivation problem in learning English online. By 35% students

felt excited and by 65% students felt excited enough to attend English course online. It can be seen on the figure 6:

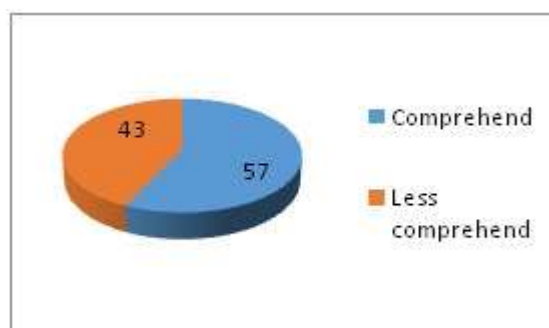


**Figure 6. The Learning Motivation Percentage**

Students' learning motivation was affected because in taking the course online, most of the students lost concentrate and fail to focus, beside, the students also felt bored in taking the course online (Fikri et al., 2021). The other reason also because the less of interaction (Widodo & Nursapttini, 2020), either between the students and the lecturer or the students with other students, and the less of challenging in this online learning.

*e. Material Understanding*

The problem faced by the students in online learning was the material understanding. The percentage of the students who understand the material in the course can be seen on the figure 7.



**Figure 7. The Students' Material Understanding Percentage**

On the figure 7 above, it can be seen that by 57% students were understand the learning material and by 33% students were less understand the material. It was because

the material that explained via zoom, LMS application, and google classroom (Fikri, et al., 2021). Moreover, based on the interview result with the students, it also found that there were students who fail to focus and less concentrate to understanding the material given by online.

## CONCLUSION

Based on the research result and discussion that has explained, it can be concluded that there are several problems faced by the students in taking online learning. The problems faced by the students such as the network that is not really good and bad signal, the limitation of quota, the condition of environment that is less conducive and less supportive, the decreasing of motivation, and the less understanding of the material.

In the next time taking online course, the students are suggested to look for the conducive environment to study, prepare the network and enough quota. While for the lecturer is suggested to prepare the material that can be understand easily, make a learning video about the material taught, and provide time to interact with the students out of the course time.

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