

**THE CHALLENGES OF INDEPENDENT LEARNING AND TEACHING ENGLISH  
DURING PANDEMIC COVID-19 AT CANDIREJO ELEMENTARY SCHOOL  
SEMARANG: A PHENOMENOLOGICAL STUDY**



**Submitted as a Partial Fulfillment of the Requirement for Getting Bachelor Degree of  
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## **APPROVAL**

### **THE CHALLENGES OF INDEPENDENT LEARNING AND TEACHING ENGLISH DURING PANDEMIC COVID-19 AT CANDIREJO ELEMENTARY SCHOOL SEMARANG: A PHENOMENOLOGICAL STUDY**

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## ACCEPTANCE

### THE CHALLENGES OF INDEPENDENT LEARNING AND TEACHING ENGLISH DURING PANDEMIC COVID-19 AT CANDIREJO ELEMENTARY SCHOOL SEMARANG: A PHENOMENOLOGICAL STUDY




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## **PROCUREMENT**

I hereby declare that in this scientific publication there are no works that have been submitted for obtaining a bachelor's degree in a college and to my knowledge there also no works or pinions that have been written or published by other people, except in writing that are referred to in the text and mentioned in bibliography.

If in the future there is evidence of falsehood in my statement above, then I will take full responsibility.

Surakarta, 15 April 2021

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# **THE CHALLENGES OF INDEPENDENT LEARNING AND TEACHING ENGLISH DURING PANDEMIC COVID-19 AT CANDIREJO ELEMENTARY SCHOOL SEMARANG: A PHENOMENOLOGICAL STUDY**

## **Abstrak**

Tujuan dari penelitian ini yaitu untuk menunjukkan bahwa pada dasarnya siswa di usia sekolah dasar mengalami kesulitan pada pembelajaran secara mandiri selama adanya pandemic Covid-19. Penelitian ini adalah deskriptif kualitatif dengan pendekatan penomenologi. Data dari penelitian ini diambil menggunakan metode wawancara dengan empat orangtua siswa dan dua guru Bahasa Inggris dari SD Candirejo pada tahun 2020. Hasil dari penelitian ini melalui interview dengan informant menunjukkan bahwa belajar secara independent bagi siswa usia sekolah dasar memiliki banyak hambatan. Kesimpulan dari penelitian ini yaitu hal yang mempengaruhi proses belajar mengajar secara mandiri terasa sulit dilaksanakan diantaranya: (1) Pembelajaran Bahasa Inggris secara mandiri selama pandemic Covid-19 terlihat kurang efektif. (2) Pembelajaran mandiri di jenjang pendidikan dasar tidak dapat berjalan dengan optimal dikarenakan kurangnya pendampingan baik dari guru maupun orangtua. (3) Kurangnya motivasi siswa membuat pembelajaran mandiri di rumah mengundang permasalahan.

**Kata Kunci :** Pembelajaran mandiri, kesulitan, pandemic Covid-19.

## **Abstrack**

The purpose of this study was to show that basically students at elementary school who experienced difficulties in learning independently during the Covid-19 pandemic, based on the opinions of their parents and English teachers in Candirejo Elementary School. This research is a qualitative descriptive with a phenomenological approach. The data from this study were taken using the interview method with four parents and two English teachers from SD Candirejo in 2020. The results of this study through interviews with informants show that independent learning for elementary school age students has many obstacles. The conclusion of this study is that that influence the teaching and learning process independently are difficult to implement at SD Candirejo including: (1) Learning English independently during pandemic Covid-19 is currently less effective learning. (2) Independent learning in elementary students cannot be optimal outstanding to a lack of assistance, both from teachers and parents. (3) Deficiency of student's motivation makes independent learning at home is problematic.

**Keyword:** Independent learning, difficulty, pandemic Covid-19

## **1. INTRODUCTION**

Changing a state into something unusual is called a phenomenon. There are phenomena in this world that go through an influence and some are not affected by any circumstances. For example, what is experienced in the world recently, namely the phenomenon of the spread of the Covid-19 (Corona Virus Disease) outbreak that has hit all countries including Indonesia, this is

influenced by a virus that is life-threatening. In mid-March 2020, many areas in Indonesia became a zone of alert for the spread of the virus. According to the latest data from the World Health Organization (WHO) on September 28, 2020, there were 33,322,779 cases of Covid-19 and the deaths reached 1,002,561 people worldwide.

This phenomenon that can be said to come very suddenly can change all circumstances, policies, patterns and orders in society in various fields. Seeing the danger of Covid-19, which can be transmitted directly or indirectly, preventive measures are needed. In accordance with government decisions, it is determined that all activities that involve many people and should be carried out or routines are eliminated during this pandemic phenomenon and activities are carried out by Work From Home (WFH), including in the field and realm of education. This policy is written in the Circular of the Minister of State Apparatus Empowerment and Bureaucratic Reform (PAN & RB) Number 50/2020 concerning Adjustments to the Work System of State Civil Apparatus in Efforts to Prevent the Spread of Covid-19 in Government Agencies.

In these circumstances, the Indonesian government introduced a policy to close schools and switch to independent learning. In its running, especially in teaching and learning activities independently, it has difficulties. And this difficulty is the problem of the Indonesian nation. This is in line with the opinion of Kusuma & Hamidah (2020) which states that during a pandemic, time, location and distance are big problems. To deal with problems in education, independent and distance learning are solutions. As stated by (Purwanto, et al., 2020) that based on the circumstances, the government and related institutions must present an alternative educational process for students and students who cannot carry out education at educational institutions. The results were decided by the Indonesian Minister of Education that teaching and learning activities both in schools and universities through an application that is already available. This becomes an activity called "new normal" because this activity has never been run before.

Seeing this condition, the implementation of distance education that has never been experienced simultaneously for all elements of education, namely students, teachers and parents of students, inevitably has to be experienced (Sun et al., 2020) the importance of independent learning in this new normal state. Moreover, in learning English, compulsory subjects in grades 4, 5 and 6. Most of them consider this subject very difficult to learn independently based on individual student reasons. Parents also have difficulty guiding their children to study at home independently.

Parents described having difficulties with balancing responsibilities, learner motivation, accessibility and learning outcomes (American Journal of Qualitative Research 4(3), 45-65, 2020). Besides that, with the complex difficulties experienced by parents, it must be expected to pay attention to and handle independent learning well.

Candirejo Elementary School is one of the elementary schools in Tuntang- Semarang. Commonly, elementary school students require good assistance from the teacher. Learning English is also related to the nature of the teacher who usually guides the class because it has an important role in teaching and learning activities. When in class, if the teacher does not package the learning attractively, students will easily assume that the lessons taught earlier are difficult. This is at the same time a big challenge for the English teachers of SD Candirejo when teaching independently in a pandemic like this time. Based on the above background and previous study, low of focus to analyzing independent Teaching Learning English make the authors are interested in conducting a research entitled “The Difficulty of Independent Teaching Learning English at Candirejo Elementary School Semarang: A Phenomenological Study”.

This research focus on analyzing difficulty of independent learning English. It is at this time that it is very necessary to know the analysis of difficulties arising from students, teachers and parents of students so that the phenomenon of the Covid-19 outbreak which has an impact on the education sector can be resolved properly. Researchers are interested in taking data from the researchers' home environment because the situation is still not stable for data collection in other areas. Most of those who experienced difficulties in the independent learning system, namely among elementary schools, researchers took a sample of 5th grade elementary school students who had received English subjects in class, English teachers and represented parents of students. Through this, an interview can be taken to get a transcript that contains the subject matter of independent learning difficulties.

## **2. METHODS**

The writer uses qualitative approach in her research. Qualitative research is a research procedure resulting descriptive data both oral and written from the observed people or behavior (Margono, 1997: 36). Type of qualitative research does not require numerical calculations and the results of numerical research such as quantitative research because the purpose of this research is to obtain

a human view of a thing or phenomenon that occurs. In this research, the place to conduct research is Candirejo Village which is located on Mertokusumo Street, Tuntang District, and Semarang Regency with the object of research is several student's parent and one English teacher in Candirejo Elementary School. This research was conducted from November to Desember 2020.

In addition to the types of data analyzed, the researchers in this study were notes in the form of questions used in interviews and also transcripts of interview results. This is done so that compatibility occurs between the questions and the answers to the interview results. By paying attention to these matters, the use of research time is maximized. The flow of analysis of qualitative research data is carried out using various techniques, the researcher applies the analysis technique together with data collection.

The stages of data analysis in this study use interactive techniques using the Miles and Huberman model as follows:

## **2.1 Data Collection**

This first stage shows the results of interview data from the field which are divided into two parts of the notes, namely descriptive and reflective. Descriptive notes are natural notes that the author hears, sees, and experiences from the object of research without the researcher adding any opinions. The researcher tried to observe the interview process and recorded it purely without adding. Reflective notes are notes that become the material for this research plan to retrieve further data because the records that the researchers collect contain perceptions, comments (responses), and impressions about the difficulty of independent teaching and learning.

## **2.2 Data Reduction**

The second stage after collecting the interview data, then the researcher reduces the interview data. By sorting out useful and appropriate data to focus on research, solve problems, or answer research questions. In this process, the researcher reduces the relevant data findings and discards irrelevant data as well as simplifying and systematically structuring them to make it easier to understand. This is confirmed by Mihas Paul, (2019) who explains why data reduction is necessary because considering the data obtained in qualitative research is very diverse, especially the results of the interview method, which results vary from one object to another. Therefore, it is necessary to sort out the appropriate, useful, and usable data to make understanding easier.



## 2.3 Data Presentation

The next step is that the researcher presents the selected data. By presenting in the form of writing or words, pictures, graphics, and tables. The goal is to unify information from the data that is processed systematically and easier to understand. Because the data obtained from the interview method makes many researchers present data that is easy to understand, therefore in this study the researcher tries to easily present important and relevant data about the difficulty of teaching and learning English.

## 2.4 Conclusion

The last stage of the data analysis process uses an interactive technique, namely the conclusion. This stage contains data that has been collected temporarily and will increase every day. Therefore, before the interview results are fully collected, the researcher tries to draw temporary conclusions from the results of the research or interview.

## 3. FINDING AND DISCUSSION

### 3.1 Finding

The findings in research on the difficulty of independent teaching learning English during pandemic Covid-19 at Candirejo elementary school Semarang is independent learning in elementary students cannot be optimal outstanding to lack of assistance, both from teachers and parents.

Data 1:

*"Sometimes they also complain, they don't like English, it's difficult, they don't understand. But maybe if there is a dictionary, you can guess the meaning. They look for the meaning by themselves, their teacher also taught them in the 4th grade to use a dictionary, but they often have trouble. He also often feels bullied by his siblings when studying using cellphones. "*  
(Appendix number 6)

According to the above statement, the teacher's role is identical large in student learning activities. Currently, what is happening is that the teacher cannot guide directly how they learn to understand the material, therefore independent learning is not optimal.

Data 2:

*"The hope is that we hope the school will reopen, the children are as usual with their activities, so they don't get lazy and keep playing. If possible, once a week, sis, the traveling teacher monitors the students, how are the students at home. Because all this time the teachers only met at the gathering point. Don't stop by your house and communicate with your parents either. Usually gathered at the T-junction there, sis, waiting for the students to collect their assignments. If this situation continues, I will be honest, I am not optimal in guiding because I am busy, I need a teacher to guide and handle. "* (Appendix number 7)

In accordance with the data above, self-study at home cannot be optimal due to the lack of guidance for children. If in school they can ask their teacher with an explanation that can immediately understand what they mean, but at home they can ask their parents, but parents cannot be painstaking like the teachers at school.

Data 3:

*"It is difficult for her, sis, if asked to study, if not threatened not to go to class, she will definitely not want to do assignments. When studying English, she didn't have any interest, Miss. So it was difficult, her grades in grade 4 were not good, sis. Ordinary ya, boys. I've actually given up, but how, he is still a small child. "* (Appendix number 8)

Affording to the data above, the willingness of students also affects the optimization of independent learning. Maybe when they are at school they study together with friends, therefore that there is something to encourage them, but when at home they are a bit lazy in doing their assignments because they may be alone, lonely and feel confused when they do it alone.

Data 4:

*"The online learning program for elementary students is very difficult, sis, if I see it, at elementary school age, we really need assistance. Maybe it still applies once a week to study at school, or at least the class teacher comes to visit Ms. One by one and communicate to us as parents. Yes, even though it is difficult, we try to make your children follow the lessons, not lazy. What about the government, sis, I am also confused about the flow of the government when implementing regulations like this. But the condition is so, it can't be helped. As long as you are*

*given student handbooks and given assignments, you don't just stop, it's okay inshaAllah. "*  
(Appendix number 10)

Allowing to this data, elementary school age children really need learning assistance in order to understand the material well. All elementary school children's subjects really need a detailed explanation as a result that their understanding is what is expected. In English it may take real illustrations to explain, as well as other lessons that also need it.

### **3.2 Discussion**

Independent learning in elementary students cannot be optimal outstanding to a lack of assistance, both from teachers and parents. According to existing data, motivation for students is very important to be improved. In this case the teacher has an important role in providing assistance or direction. According to Rusman (2013) the key to the success of an education is that one is held by the teacher, because the teacher directly touches students in educating. Then, the teacher must also ensure that the learning process runs well because their responsibility and professionalism as a teacher.

This expression is supported by research by Irfan Fauzi (2020) which states that teachers mentioned that independent learning is difficult to access by students in elementary school age. This is because learning cannot be carried out optimally due to the inability of children of that age to access by themselves and must be guided by adults.

## **4. CLOSING**

The current condition of pandemic Covid-19 is influential on teaching and learning activities. Many complaints that researcher gets from parents, teachers and students that the difficulty in independent learning is often found among Candirejo Elementary school. Some of the problems and difficulties that must be faced by teacher, students and parents at Candirejo Elementary School include the lack of optimization of learning, lack of effectiveness learning through WhatsApp and also a lack of motivation for students about the importance of continuing to study independently.

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