PSYCHOLOGICAL PROBLEMS OF ONLINE LEARNING TO ENGLISH AS A
FOREIGN LANGUAGE DURING THE COVID-19 PANDEMIC
AT TWELFTH GRADE STUDENTS OF SENIOR
HIGH SCHOOL NUMBER 2 MUARO JAMBI

A Thesis

Submitted is Partial Fulfillment of The Requirement

For The Degree of Sarjana Pendidikan

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APPROVAL

Thesis with the title "*Psychological Problems Of Online Learning To English as a Foreign Language (E.F.L) During The Covid-19 Pandemic At Twelfth Grade Students of Senior High school Number 2 Muaro Jambi*"

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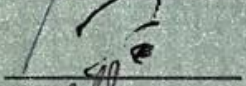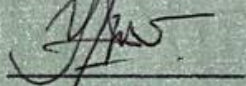
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LETTER OF RATIFICATION

This thesis entitled "**Psychological Problems Of Online Learning To English as a Foreign Language (E.F.L) During The Covid-19 Pandemic At Twelfth Grade Students of Senior High school Number 2 Muaro Jambi**". Written by Muhammad Ridzik Varedho, Students' number 1900888203019 was accepted and approved by team of examiners Faculty Of Teacher Training And Education University of Batanghari Jambi 31 March 2023.

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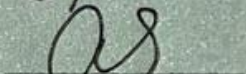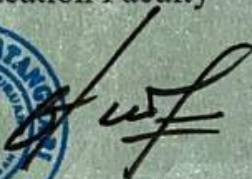
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DECLARATION

I sincerely declare the following thesis: *"Psychological Problems Of Online Learning To English as a Foreign Language (E.F.L) During The Covid-19 Pandemic At Twelfth Grade Students of Senior High school Number 2 Muaro Jambi"*. Except for those cited in the quotations and references, this thesis I wrote does not include any works by other people. This is contrary to what a scientific paper need contain.

Jambi, March 2023

The Researcher

Muhammad Ridzik Varedho

"Every success has it costs. And I will paying back that costs."

-Muhammad Ridzik Varedho

(2023)

ABSTRACT

Varedho, Muhammad Ridzik. 2023. *"Psychological Problems Of Online Learning To English as a Foreign Language (E.F.L) During The Covid-19 Pandemic At Twelfth Grade Students of Senior High school Number 2 Muaro Jambi"*. A Thesis, English Education Study Program. Teachers Training and Education Faculty. Batanghari University. The First Advisor: Dr. Yanti Ismiyati, M.Pd. The Second Advisor: Ridho Praja D., M.Pd.

Keywords: **Psychological problems, online learning, english as a foreign learner, covid-19, learning process.**

Main problem of this research are Covid-19 and Online learning that impact the learning process and psychological of EFL. The aim of this study is to determine how psychological issues related to the COVID-19 epidemic affect students who learn by online. The researcher will employ field research as the method of inquiry,observation and interviews. Research participants are 6 students who in twelfth grade. The findings lead to the psychological problems that indicated as Behavioural Apathy. Which are linked to the Cognitive psychology and Neuropsychology. Based on the findings, Students lost their interested in study by online learning, even lost their spirit in learning. Their feel so bored and tired, too much assignment and no explanation with bad signal (some of them) made their doesn't really care about the lessons. The students being lazy to think and loves to be procrastinating of work. Some of them

suffering by this situation but others not. The laziness of thinking and studying has persisted to this day.

ACKNOWLEDGMENT

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All praise and gratitude are due to Allah SWT. It is because of Allah SWT that the researcher was able to complete this thesis, which is titled "Psychological Problems Of Online Learning To English as a Foreign Language (E.F.L) During The Covid-19 Pandemic At Twelfth Grade Students of Senior High school Number 2 Muaro Jambi" at the Twelfth Grade IPA 2 Students of Senior High School Number 2 Muaro Jambi in Academic Year 2021/2022. However, without the help, guidance, counsel, assistance, and encouragement of people and organizations, this success would not have been possible.

The English Education Study Program's thesis is one of the requirements for receiving a degree from Batanghari University's Faculty of Teacher Training and Education.

Whether directly or indirectly, this thesis has involved a huge number of people, all of whom I should not forget. If those who assisted me are not acknowledged, it would be unfair on my part.

1. My beloved parents, who have always loved, cared for, supported, and prayed for me.

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3. Ridho Praja D., M.Pd. as the head of English Education Program of Batanghari University.

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Lastly, the author understands that this argument must have certain flaws since researcher is a human. Consequently, any criticism that helps this thesis be improved is appreciated.
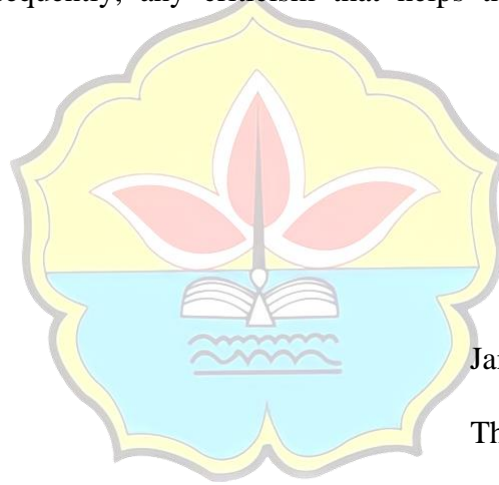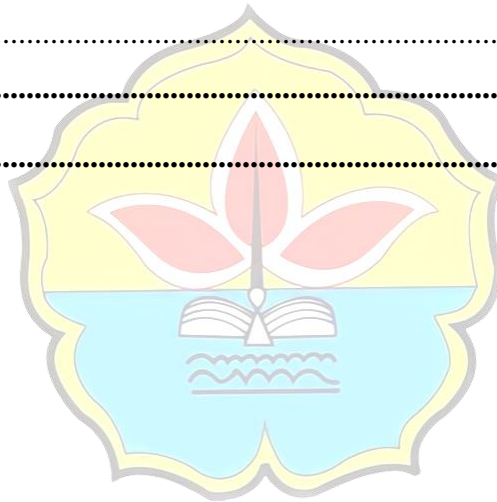
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1900888203019

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CHAPTER I

INTRODUCTION

1.1 Background of the Research

Education is the continuously passing on to the next generations of socially meaningful experience from the previous generations that is socially ordered and regulated. The primary method of obtaining an education is to enroll in a training program within the framework of educational institutions (Naziev, 2017). A teaching and learning system, education aims to optimize a person's growth and socialization. Although these two names are frequently used interchangeably, they should not be used interchangeably. While information is more comprehensive, education is more concerned with moral principles. Despite being connected to moral principles, it doesn't stand in for them. Education is therefore viewed as a complex system with a variety of techniques, processes, and resources (Hotmart, 2022).

Coronaviruses are a type of virus. There are many different kinds, and some cause disease. A coronavirus identified in 2019, SARS-CoV-2, has caused a pandemic of respiratory illness, called covid-19 (Hopkins, 2022). Like any crucial industry, education has been severely affected by COVID-19, which has caused mayhem throughout the world. Schools, colleges, and universities have all been significantly impacted. Over 800 million students worldwide are affected, 1 in 5 cannot attend school, 1 in 4 cannot enroll in higher education classes, and 102 countries have ordered nationwide school closures while 11

have implemented localized school closures, according to the United Nations Educational, Scientific and Cultural Organization (UNESCO). Millions of youngsters miss school every day as a result of catastrophes and ongoing humanitarian crises. The situation of students in nations experiencing, recovering from, or afflicted by conflict and calamity has been made worse by the covid-19 pandemic (GCE, 2020).

However, the quick switch to online learning has brought up a number of problems that have not been handled (Zheng, Bender, & Lyon, 2021). The covid-19 epidemic has prompted the use of online learning at all educational levels. The abrupt switch from conventional learning to 100% online learning might have an impact on how well students learn, particularly in experimental courses. However, there hasn't been much discussion about experimental courses that use only online instruction. The current study examined variables influencing high school students' online learning ineffectiveness (OLI) in online experimental courses (Hong, Liu, Liu, Zhao, 2021).

The American Psychological Association (APA) reports that nearly 81% of Gen Z teens Gen Z teens (ages 13–17) experience more intense stress due to covid-19, associated with schooling. Several recent investigations have confirmed the technological challenges and psychological impacts due to the covid-19 pandemic on school students in different countries (Rao, 2021). There are several aspects of online learning that stress out pupils. There are four components of online learning that put pressure on high school students: learning pressure, social pressure, family pressure, and health pressure. High school

students may lessen their stress by keeping in touch with their professors and peers online, requiring themselves to exercise every day by walking or jumping rope, and eating a balanced diet every day. The four pressures brought on by online learning on students were identified through analysis. The first component is education. Teachers are unable to maintain an engaging and positive learning environment for their students, and as a result, grades suffer and stress levels rise. Second, the social component.

Students are unable to interact in a friendly manner with their friends and classmates in their immediate vicinity. Stress results from the inability to communicate one's own feelings. The third is a family-related issue. Students who disagree with their parents in high school experience anxiety because they take online classes at home, spend more time with their parents, are more likely to have misunderstandings and inconsistencies, and are subjected to greater parental sanctions. Finally, constructive stress. Students may only stay at home for online lessons, therefore they are unable to get enough exercise. Additionally, the eyes will be unpleasant from daily usage of electronic devices. Students will therefore experience a number of negative alterations to the norms of life, which will cause stress (Sui, 2022).

As stated by Fachriansyah (2020), the Indonesian education sector has surmounted several hurdles over the years, but nothing could have prepared it for the extraordinary shock of the COVID-19 epidemic. Like in many other nations across the world, Indonesia has been hustling since early this year to keep the education system running, but with essential sacrifices to adapt to the present

scenario, such as substituting traditional, face-to-face instruction with online lectures. Although the idea of online education is not new to educators, the covid-19 epidemic has made it more important than ever to investigate its possibilities and opportunities. However, because teaching methodologies must be adjusted for online learning, there are unique difficulties that arise, ranging from appraising the university's resources to adjusting the practical sessions essential to technical degrees (Pelucio, Simoes, Dourado, Quagliato and Nardi, 2022). For one academic year, Indonesia has used an online learning system. It is a result of COVID-19's fast growth and distribution (Jem, Jemadi, & Halum, 2021). The use of an online learning system is anticipated to make learning more convenient than using a traditional method (face-to-face classroom meeting). Online learning is simply the process of teaching and learning that makes use of the internet and technology tools. Online learning, often known as e-learning, is the use of the internet and new technical tools to enhance learning quality by enabling widespread access to resources and services as well as remote communication and collaboration (Jem, Jemadi, & Halum, 2021).

Qualitative research is particularly suited to investigating, describing, and explaining how policy and practice changes occurred throughout the epidemic (Chafe, 2017). Qualitative approaches can be used to investigate additional, related *phenomena* that appear as a result of the epidemic (Palinkas, 2014). A qualitative research strategy called "phenomenological research" aims to comprehend and characterize a phenomenon's fundamental elements. The methodology examines human experience in daily life while putting aside the

researchers' prior notions about the phenomena. In other words, phenomenology research investigates actual events to learn more about how individuals interpret them (Delve H., 2022.)

In the current covid 19 pandemic, the psychological impact experienced by the twelfth grade students of Senior Highschool number 2 Muaro Jambi where the twelfth grade students are enthusiastically facing grade promotion, which will soon graduate from senior high school and continue to the next level of education. During the current pandemic, all students cannot do direct learning and learn online. After learning about this incidence, the researcher became motivated to study the issues at hand, namely "Psychological Problems Of Online Learning To English as a Foreign Language (E.F.L) During The Covid-19 Pandemic At Twelfth Grade Students of Senior Highschool Number 2 Muaro Jambi".

The term was chosen by the researcher in order to discover more about how the covid-19 epidemic affected students' psyche during online learning, particularly those in Senior Highschool Number 2 Muaro Jambi's twelfth grade.

1.2 Identification of the Problem

Based on the description of the background above, the indication of the problem in this research is found, there are :

1. Online Learning during Covid-19 that impact the psychological of students.

2. Covid-19 and Online learning that impact the *learning process* and *psychological of English as a Foreign Language*.

1.3 Limitation of the Research

The limitation in this research is based on the level of importance or urgency of the problems encountered in this research. This research will focus on "Psychological problems of online learning to English as a Foreign Language during the covid-19 pandemic at twelfth grade students of Senior Highschool number 2 Muaro Jambi ".

1.4 Formulation of the Research

The formulation of the research in this research is based on Background and The identification of problem above. The research question is ‖What is the impact of the covid-19 pandemic affect to the psychology of students in the twelfth grade online learning process at Senior Highschool number 2 Muaro Jambi?‖.
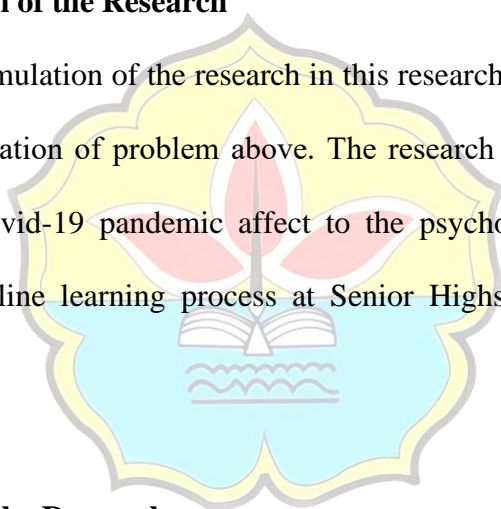
1.5 Purpose of the Research

The goal of this study is to determine how psychological issues related to the COVID-19 epidemic affect students who are enrolled in online courses. The purpose of this study is to determine how the covid-19 epidemic has affected students' psychological well-being and online learning at Senior Highschool No. 2 Muaro Jambi.

1.6 Significant of the Research

The importance of the study is essentially a written explanation of why your research was significant, according to Afribary (2020). It explains the need of your study, its significance to your area, its contribution, and how others (your audience) will profit from it.

The results of this study will further shed light on how the pandemic COVID-19 affected the psychology of English as a Foreign Language (E.F.L.). The results will be crucial in determining how online learning during pandemic COVID-19 will affect English as a Foreign Language (E.F.L) psychology. Understanding psychological issues will usher in a new era of education and psychology that are strongly correlated. The greatest approach to educate kids is for the instructor to be aware of their backgrounds and incorporate that information into their teaching methods.
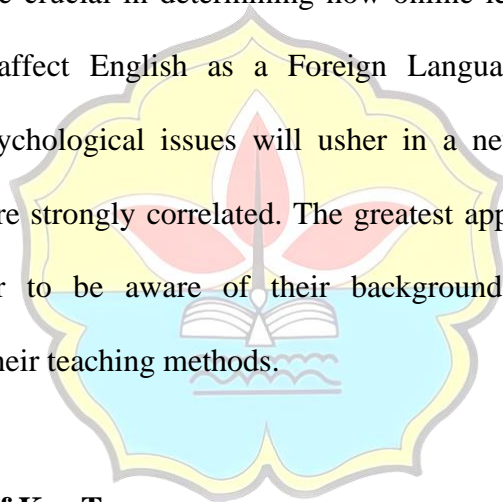
1.7 Definition of Key Term

In order to clarify the key terms used in this research, there are the definition of the Key Terms :

Psychology Problems**:** Mental illnesses are patterns of behavioral or psychological symptoms that have a wide-ranging influence on people's lives. (Cherry, 2022).

Online Learning **:** Learning experiences employing various internet-connected devices (such as smartphones, computers, etc.) in synchronous or

asynchronous situations. Students can learn and engage with teachers and other students anywhere (independently) in these settings (Singh & Thurman, 2019).

English as a Foreign Language (E.F.L) : The phrase used to characterize non-native speakers studying English in nations where the language is not widely spoken (Nordquist, 2020).

Covid-19 Pandemic : One class of virus is the coronavirus. There are several varieties, and some of them are disease-causing. A respiratory disease pandemic known as covid-19 was brought on by a coronavirus named SARS-CoV-2 that was discovered in 2019 (Hopkins, 2022).

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Psychological Problems

According to the American Psychological Association, psychology is the study of the mind and behavior. It is the investigation of the mind, its operations, and how they influence behavior. Because of the complexity of the human mind, illnesses related to it can be challenging to cure. Like a skin rash or a heart problem, thought processes, emotions, memories, dreams, sensations, and so forth cannot be seen with the physical eye (Brazier, 2018).

The study of how individuals learn, including teaching strategies, learning processes, and individual learning characteristics, is known as educational psychology. Understanding how individuals acquire knowledge and retain it is the aim. In addition to the social, emotional, and cognitive processes that are involved in learning across the lifespan, this area of psychology also examines the learning processes that occur in early childhood and adolescence (Cherry, 2022).

The research into behavior and the mind, including all facets of cognition and conscious and unconscious experience. It is a field of study and a branch of applied science that works to comprehend people and groups by formulating basic rules and investigating particular examples. A professional practitioner or researcher in this discipline is referred to as a psychologist, and they might be social, behavioral, or cognitive scientists. In addition to examining

the physiological and biological mechanisms that underpin cognitive functions and behaviors, psychologists work to understand the role of mental processes in interpersonal and group behavior (Pallipedia, 2016). Distinct psychological approaches have different functions. Although there is no definite method to categorize them, the following are some typical types (Brazier, 2018).

Psychology existed thousands of years ago in philosophical contexts in ancient Greece, Egypt, India, Persia, and China. Plato proposed that mental operations take place in the brain in 387 BCE, and Aristotle proposed that they occur in the heart in 335 BCE. The well-known Muslim physician Avicenna, who was born in 980 AD, investigated and treated epilepsy, nightmares, and memory loss. Islamic physicians are credited with founding the first mental health facilities throughout the Middle Ages. Franz Mesmer suggested in 1774 that hypnosis, or "mesmerism," may aid in the treatment of various forms of mental disease. Philippe Pinel's decision to release the first mentally ill people from incarceration in 1793 marked a shift toward more compassionate care. Germany's Wilhelm Wundt established psychology as a separate experimental branch of study in 1879. At Leipzig University, he founded the first laboratory dedicated only to psychological study. Wundt is regarded as the founding father of psychology today.

Stress is described by Folkman and Lazarus (1984) as "a special interaction between the individual and the environment that the person appraises as exhausting or surpassing his or her resources and jeopardizing his or her well-being" (p. 19). Schools should anticipate that students would respond to the

pandemic in a number of ways that will differ based on the students' individual experiences and developmental stage; nonetheless, it is probable that adverse reactions may lessen over time (Chafouleas, 2019). In addition to the academic requirements that would unavoidably change as a result of the campus or schools' continuous closure, schools need to be prepared to talk to pupils about a wide variety of psychological and physiological repercussions. Students must switch from in-person instruction to online instruction. The learning process was first carried out face-to-face in the classroom, according to Sutarto (2020), but has since been switched to home learning via an online system or remote learning (Nasir, 2018) through the use of different available media. Students were required to complete daily lessons online and have their academic performance evaluated, and this apparently increased their stress levels. Irawan (2020), assertion that the strain of online lecture assignments, which need the usage of online media that they have only learnt and must quickly grasp, is one of the contributing elements to students' stress rate, is corroborated by this information.

Students are also affected emotionally by this epidemic in addition to adults. According to Chang (2020a) and Chang (2020b), they noted that the public health crisis has a long-lasting psychological impact. After some time, the fears of a pandemic often fade. Conversely, the effects of making novel things commonplace might also have an impact on children' academic success. According to Kamaludin (2020), as the pandemic nears its end, worry and the risk to a person's health may progressively fade. However the pupils' perception of the illness and their attempt to adapt to a "new normal" will have a long-term

psychological impact. In return, this may have an impact on how well youngsters perform in school.

2.2 Online Learning Ineffectiveness (OLI)

The Internet is crucial for distant work, online learning, online collaboration, and other related activities (Favale, 2020). Online training and learning make full use of the benefits provided by advancements in Internet technology, overcoming time and location restrictions and creating a new learning paradigm that is distinct from face-to-face learning (Panigrahi, 2018). Students can freely connect with teachers as they study using an online learning platform utilized as a virtual classroom (Ganesh, 2015). Yet, academics have noted that practical learning-focused experimental courses are frequently conducted in face-to-face classrooms or laboratories, but the great majority of online courses lack experiential learning-focused practical learning activities. But, with a few inexpensive parts and a single-board microcontroller, it is actually feasible to finish online experimental courses (Burford and Gregory, 2002).

As a result, all high school students were required to participate in both theoretical and practical learning during the COVID-19 pandemic in online experimental courses like electronics, biochemistry laboratory courses, worthwhile online extracurricular activities, information technology courses, etc. Online experimental courses, nevertheless, have encountered certain challenges during the COVID-19 epidemic owing to several unique circumstances. For instance, because of the change in how the course materials are delivered, students

might not be able to complete practical exercises as planned (Ghaemi and Potvin, 2021). Online education enables students to get over geographical and temporal constraints. In order to attain the required learning effectiveness, behavioral engagement emphasizes the time and effort that students invest in online learning courses (Hong, 2021). According to the majority of research, adopting online learning platforms might differ from conventional learning in terms of efficacy (Pye, 2015). The success of implementing online learning will be directly impacted by students' attainment of learning outcomes (Panigrahi, 2018; Pinto, 2018). Researchers have shown that developing teenagers try to link with a bias toward their own perceptions. This is a "darker" aspect of young people's psychology that relates to their predisposition to blame external reasons for academic failure (Anderson and Cheers, 2018). The propensity of teenagers to "raise their endorsement of self-focused values and reduce their valuing of other-focused" conduct is another characteristic of this age group (Daniel and Benish-Weisman, 2019, p. 620).

Hong (2021) found that young participants frequently self-report feelings of ineffectiveness because of their distinctive response bias. Although self-reporting "ineffectiveness" is uncommon, the current study believed that poor performance feedback may prevent an individual from achieving difficult goals, which could in turn damage their ego and have a negative effect, leading to negative value views (Kluger and DeNisi, 1996). According to Kuhbandner (2010), the negative "mirroring" of other behaviors plays a part in the negative effect. High school students can communicate their opinions on online hands-on

practice by using the term "learning ineffectiveness," which has been accepted (Hong, Liu, Liu & Zao, 2021). The researcher provides the pros and weaknesses of the theory to serve as material for discussion regarding the OLI theory, including the following :

1. Strengthness

-   Investigated the influence of the online study burden.

-   Assist teachers in designing better offline experiment courses and encouraging students' learning interests, or conduct some online and offline hybrid experimental courses.

-   Teachers may monitor students offline and provide immediate coaching to help them overcome challenges in experiments (Hong, Liu, Liu, Zao, 2021).

2. Weakness

-   In terms of sample source and number, the participants in this study all came from the same province, making it impossible to ensure that these samples spanned all levels of high school education institutions. As a result, the samples obtained during this time period may not be typical of all high school pupils.

    -There is no definitive definition of OLI (Hong, Liu, Liu, Zao, 2021).

2.3   Covid-19 On Online Learning In Indonesia

Education has a crucial role. For children to succeed as adults, they need to have a strong education. However, throughout COVID-19, there have been several issues with schooling. Before Covid-19, there were certain issues.

However, COVID-19 has made things worse (Human Rights Watch, 2021). The Covid-19 epidemic has caused millions of Indonesian students to switch from offline to online schooling (Wiguna, 2020). Since the government chose to close schools indefinitely, over 60 million primary to upper secondary school pupils and eight million vocational school students have had to study at home and rely on internet technologies (JPNN, 2020). Yet, societal issues have arisen as a result of a major proportion of school students not having access to online teaching and learning resources (Wahyono, 2020). The Indonesian Ministry of Education and Culture has planned for online learning through the end of 2020. (Pradana, 2020). Nonetheless, the infection rate continues to rise, and as of December 2020, Indonesia is among the top 20 nations with the largest number of infections (around 650,000 cases). As a result, schools are likely to be shuttered until mid-2021 (Pradana & Syarifuddin, 2021).

There is even discussion of the government reopening schools and resuming face-to-face schooling in 2021. Parents have the choice of allowing their children to engage in this face-to-face learning activity. Local governments, schools, and parents will have complete control over its implementation. Yet, health professionals such as epidemiologists contend that this move is counterproductive in terms of preventing the spread of the coronavirus (Viner, 2020). The first reason why it is still risky to reopen schools in Indonesia is the positive rate. When the positive rate is at or below 5%, it is usually safe to reopen schools (WHO, 2020). Nonetheless, Indonesia's positive rate test remains over

10% until December 2020, demonstrating the severity of the COVID-19 epidemic in this nation (Wiguna, 2020).

2.4   Online Learning In Indonesia

Global educational institutions quickly went online in response to the epidemic. Students made the rapid transition from physical settings that allowed for important social connections to spending hours in front of screens (Alphabetical of Lebanon, 2021). The school, instructors, and kids have all been greatly impacted by this process (Mailiza, 2020). Individuals have unavoidably encountered unique challenges and barriers in institutions along this process. Closing schools, not having the necessary tools to engage in classes, being unable to access internet resources from home, and being unable to leave their homes for an extended period of time have all had a psychological impact on students (Apriyanti, 2020). Another element that should be taken into consideration is the poor technical infrastructure of educational institutions. These things stand in the way of the implemented education's success (Özüdoğru, 2021).

Online learning is the practice of receiving education online using a variety of multimedia and Internet-based platforms and tools. It is synonymous with words like e-learning, computer-assisted education, web-based learning, and Internet-based learning (Maddison, Doi, Lucky, & Kumaran, 2017). An established learning paradigm with benefits for both theory and practice is online learning. Making a series of precise predictions while knowing the right response to earlier prediction tasks and maybe other information that may be accessible is

the aim of online learning. Game theory, information theory, and machine learning are just a few of the study areas that have looked at online learning. Due to the recent advent of expansive applications like online site ranking and online advertisement placement, it also attracted the attention of practitioners (Shalev-Shwartz, 2012).

2.5 Phenomenology

Phenomenological study is a qualitative research technique that tries to comprehend and characterize a phenomenon's universal core. The method explores people's ordinary experiences while suspending the researchers' prior notions about the phenomena. In other words, phenomenology research investigates lived experiences in order to acquire a better understanding of how individuals interpret such experiences (Delve, 2022). Phenomenology is a study approach of inquiry in which the researcher identifies the core of human feelings concerning a phenomena as recounted by participants (Creswell, 2009). As stated by Umanailo (2019), Phenomenology includes four properties as a method: descriptive, reduction, essence, and intentionality.

1. Description : The goal of phenomenology is to describe the phenomena rather than to explain it. Includes any emergent phenomena such as human emotions, ideas, and behaviors, and so forth. Phenomenology means describe something to the "thing itself". When the goal is to explore as it happens, supposition becomes unneeded.

2. Reduction : Reduction is defined as a procedure in which preconceptions and prejudices about a phenomena are postponed to guarantee that biases do not contaminate the description of the observations and that the form of the description is the same as the items themselves.

3. Essence : The essence is the fundamental significance of individual experiences in specific events as they exist. The phenomenon of what it entails examination of the phenomenon of employing free imagination, intuition, and contemplation to determine whether a given attribute is an essential essence. In the instance of the essence of learning, for example, a phenomenologist might assess whether any changes or advances are fundamental elements of the learning process.

4. Intentionality : Phenomenology expresses intentionality using the notions noesis and noema. The association between noema and noesis that directs interpretation of the experience is referred to as intentionality. Noema is an objective assertion of action or experience as a fact, whereas noesis is a subjective reflection of the objective statement (awareness). Given that reality is what it is, we have no concept of reality (objective statements). Intentionality refers to the interrelationships between consciousness and reality.

2.6 Previous Study

1. Jayben P. Locion, Johncarlo C. Sison, Sean Bazel C. Suarez, Meriel T. de Jesus, Jennesa C. Pelande, Maryknoll S. 2022. ‒The Academic Experiences of Senior High School Students in the Midst of Pandemic‖.

New issues occur as the world changes, creating a higher barrier for students, particularly in the area of education This essay explores how the COVID-19 epidemic has caused pupils to struggle with the new learning methodology. It shows and discusses research outcomes and techniques used by the researchers to conduct a phenomenological study using "thematic analysis" of data obtained from individual interviews (Sutton & Austin, 2015). Students from Samar National School who are majoring in science, technology, engineering, and mathematics (STEM) were specifically questioned about their experiences in school when the epidemic was going on. A semi-structured interview was used to gather information from the five informants who were purposefully chosen using the selection criteria. The replies show how STEM students respond to the epidemic and the difficulties it poses as a result. When taking online courses at home, some students encounter obstacles, such as noise, household tasks, and a lack of desire. Some people struggle to adjust to the new learning environment since they are not accustomed to it. As a result of the shift in teaching methods, several people experienced problems with their mental health in addition to their previous difficulties in school. Additionally, the majority of the informants have similar responses to the various problems they have encountered. The findings, taken together, revealed the many difficulties and issues these students had with the new learning modality and how
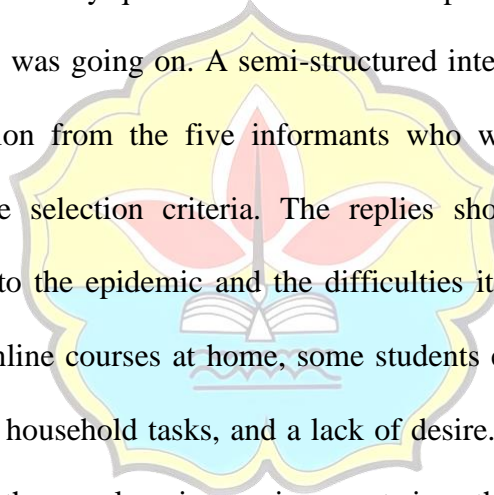
they impacted their performance. This research also aims to show all pupils that they are not fighting this battle alone.

2. Fitra Delita, 2021. ‒The Challenges of E-Learning Implementation During the Covid-19 Pandemic in Senior High School‖. Changes have been brought about by the Covid-19 epidemic in a number of spheres of life, including education. The goal of this study was to outline the difficulties that instructors and students encountered when using e-learning during the Covid19 epidemic. In order to collect data for this study's qualitative methodology, a Google form-based online questionnaire and structured phone interviews were used. In North Sumatra Province, the respondents included 104 high school students and 163 geography instructors. Then, this data is descriptively examined using scores and percentages. The findings demonstrated that the difficulties experienced by instructors were mostly related to expertise, learning readiness, access to e-learning, learning platform administration, supporting facilities, and time effectiveness in e-learning. Understanding the subject, having access to the learning process, maintaining discipline while studying online, having access to learning support resources for e-learning, and the circumstances of the learning environment are among the difficulties that students must overcome.

3. Martha J. Meredith, 2022. ‒Teachers' Perceptions on the Effects of COVID-19 on Juniors and Seniors in High School‖. The aim of this study was to investigate how covid-19 affected students in 11th and 12th grades academically, socially, and emotionally. We must examine the impact of covid-19 on the pupils who experienced covid-19 pandemic since there has been little research on the precise changes that the pandemic has had on these kids. Individual interviews were used to acquire the data. Data were analyzed in three stages: (a) data classification under the four organizational elements, (b) phenological explanation construction, and (c) data re-examination. Based on the theoretical claim that instructors were concerned with the complete kid and not simply academic standards, the narrative study's analysis was built. As instructors investigated the influences in their classrooms based on the wellbeing of their pupils, the humanistic theory framework was developed. The triangulation of data through many sources of evidence, the formation of a chain of evidence, and member verification all served to defend the analysis's credibility. The findings showed that the primary issues were students attending classes and obtaining the credits required for graduation through both traditional classroom instruction and online study. The themes that arose were social-emotional development, trauma-informed learning, relationship building, classroom management, and the effects of COVID-19.

The difference between the three study or research above with this study is on the focus of the study or the research. This study focus on psychological problems of online learning to English as a Foreign Language (E.F.L) during covid-19 pandemic. While the similiarities with this research are Methodologycal Research & Participants are students.

2.7   Conceptual Framework

The link between variables, or the traits or features that researcher want to investigate, is represented by a conceptual framework. Conceptual frameworks are often created using a literature analysis of previous studies on your topic and can be textual or visually presented (Swaen, & George, 2022). The goal of this study is to determine how the covid-19 epidemic has affected the psyche of students enrolled in Senior Highschool No. 2 Muaro Jambi's online courses. I've been reading a lot of books, journals, and articles on psychology and how the covid-19 epidemic has affected online learning and student psychology. It may be argued that the Covid-19 epidemic and online learning are the two key factors that have an impact on student psychology.

Figure 1.

Conceptual Framework

Covid-19

↓

Online learning

↓

Psychologycal Problems
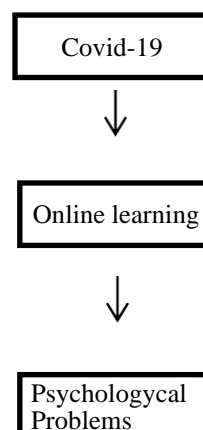
One class of virus is the coronavirus. A respiratory disease pandemic known as covid-19 was brought on by a coronavirus named SARS-CoV-2 that was discovered in 2019 (Hopkins, 2022). The COVID-19 epidemic has had an influence on the educational sector, changing how students learn through online instruction.

Online learning is the practice of learning in a synchronous or asynchronous setting while utilizing a variety of internet-connected devices (such as smartphones, computers, etc.). Students can learn and engage with teachers and other students anywhere (independently) in these settings (Singh & Thurman, 2019). Psychological issues are one of the side effects of years of online study for pupils.

The patterns of behavioral or psychological symptoms that characterize psychological difficulties or disorders have an effect on many different facets of life. For those who suffer from these diseases, the symptoms are distressing (Cherry, 2022).
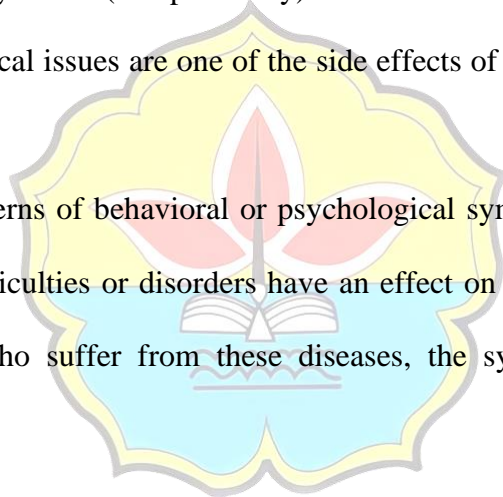
CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

A methodical, structured process used by a researcher or scientist to carry out a scientific study is known as a research design (Saeed, 2021). A qualitative research design will be used in the study. Because the study is conducted under natural conditions or circumstances, this qualitative research design is also also referred to as the naturalistic design. It is also referred to as a qualitative research because the data gathered and the analysis are more qualitative in character. According to Creswell (1994), qualitative research is "a process of inquiry to comprehend a social or human problem based on developing a comprehensive, holistic picture, produced with words, conveying specific viewpoints of informants, and undertaken in a natural context".

A qualitative research strategy called "phenomenological research" aims to comprehend and characterize a phenomenon's fundamental elements. The methodology examines human experience in daily life while putting aside the researchers' prior notions about the phenomena. In other words, phenomenology research investigates actual events to learn more about how individuals perceive those experiences (Delve Ho., 2022).

The researcher will employ field research as the method of inquiry, which entails going into the field to make an observation on the presence of issues there. To perform in-depth analysis supported by empirical data collected in the

field in line with pertinent theories and ultimately draw conclusions on data analysis, the researcher will employ this sort of study. This research strategy will work with the study and let the researcher to reach the finest conclusions and an in-depth understanding of how the pandemic COVID-19 affected students' mental health.

3.2 Setting of the Research

This research will conduct at Senior Highschool number 2 Muaro Jambi. Senior Highschool number 2 Muaro Jambi, is one of the educational units with a high school level in Sengeti Ward, Sub-disctric Sekernan, Districts Muaro Jambi, Province Jambi. In carrying out its activities, Senior Highschool number 2 Muaro Jambi is under the auspices of the Ministry of Education and Culture.

3.3 Research Participants

A live person who provides information to a researcher doing study by intervention, engagement with the subject, or personally identifiable information is referred to as a "human research subject" (Consultores, 2021). The subject of this research are students. In other hand, this research will have six participants. This research will use purposive sampling. A collection of non-probability sampling strategies known as "purposive sampling" include choosing units for sample based on their possession of specific qualities. In other words, in purposive sampling, units are chosen "on purpose" (Nikolopoulou, 2022). The participants were chosen based on their experience with the phenomena of online

learning during the Covid-19 epidemic. Which pupils are in the twelfth grade at High School No. 2 Muaro Jambi. Based on their English score in the last semester.

3.4   Research Instruments

The tools the researcher uses to gather data are known as research instruments (Sathiyaseelan, 2022). In this research, the research instrument that will use are observation & interview. Interview is any person to person interaction between two or more individuals with a specific purpose in mind. Ahmad declared (2012), a person selected as the interviewer converses face-to-face with the person or people chosen as the interviewees to ask questions and get replies from them. The types of interview that will use is Semi structure interview, In this type of interview, the interviewer may prepare a list of questions but won't necessarily ask them all, or touch on them in any particular order.

Study-smarter stated that the term "Observation" refers to a strategy used by researchers to observe the continuing behavior of its participants (or subjects). This differs from procedures such as interviews or surveys in that observations examine what participants do rather than what they say. Based on my observations, one of the teachers stated that there had been significant improvements in student behavior. Students changed their attitude after participating in online learning throughout the epidemic, becoming apathetic and lethargic.

Instead, interviewers will use these questions to guide the conversation. In some cases, the interviewer will prepare only a list of general topics to be addressed (Doyle, 2022). Here interviewer is free to ask additional questions and also repeat, delete or modify questions (Ahmad, 2012). This interview question is adapted from Alfaruuqi (2021). The main aspect that researcher ask to participants in terms to answer research question are; "How did you feel while studying online at home?", "How about tired? Did you feel tired of studying from home with an online system?" and "How the problems that you faced while studying online?‖.

3.5 Data Collection Technique

The data in this research will obtaine by through one data collection technique. Data collection technique in this research will use is interviews. Interview technique, the interview technique was carried out to the informants who were determined through the purposive-sampling technique. In the implementation of this interview technique, an interview instrument is needed as a guide for data collection. The researcher will give the samples/interviewees several questions about how the pandemic covid-19 impact on psychology of students at senior highschool number 2 Muaro Jambi. After all the questions got the answers, the researcher will collect the data and put in this research as result and conclusion.

3.6   Technique of Data Analysis

This is the part of the procedures that are serves on data collection in order to answers the research question. Analysis of the data used in this research is descriptive analysis, where the purpose of this analysis is to describe systematically, factually and accurately about the facts and the relationship between the phenomena investigated. The analysis was carried out after the data needed in this study were collected.

Data analysis in qualitative research is carried out at the time of data collection, and after completion of data collection in a certain period. Miles & Hubberman (1998) suggested that activities in analyzing qualitative data were carried out interactively and continued at each stage until they were completed, so that the data was saturated. There are three kinds of data analysis, namely data reduction, data display, and conclusion drawing/verification. The analysis steps are shown in the image below.

Image (below) Components in data analysis (*interactive model*):
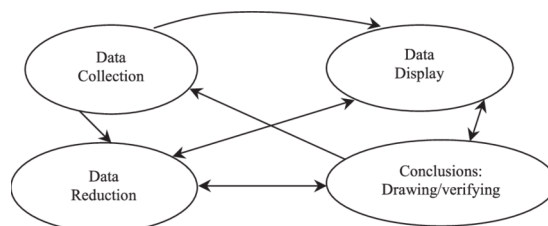
Source: Amaratunga, Sarshar, Baldry and Newton, 2022)

The following is an explanation of the image above :

a. Data Collection

To collect all the required data. Researchers will always need some techniques. Techniques in collecting data in qualitative research use qualitative methods, namely observation, interviews or document review.

b. Data Reduction

The data obtained from the field is quite a lot, for that it is necessary to record it carefully and in detail. As has been stated, the longer the researcher is in the field, the more the amount of data will be, complex, and complicated. For this reason, it is necessary to analyze the data through data reduction. Thus, the reduced data will provide a clearer picture and make it easier for researchers to carry out further data collection, and look for it when needed.

c. Data Display

After the data is reduced, the next step is to present the data. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, and the like. The most frequently used to present qualitative data is narrative text. Through the presentation of the data, the data is organized, arranged in a relationship pattern, so that it will be easy to understand.

d. Conclusion Drawing/Verification

Furthermore, in the analysis of qualitative data according to Miles and Hubberman is drawing conclusions and verification. The initial conclusions put
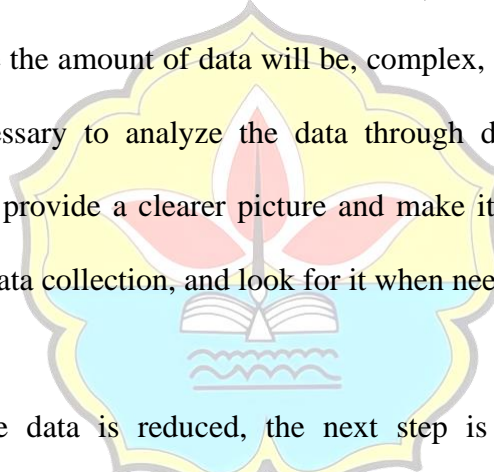
forward are still tentative, and will change if no strong and supporting evidence is found at the next stage of data collection. However, if the conclusions raised at an early stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 Findings

The results of this study were examined in light of the problem's assertion, which was that Psychological problems of online learning to E.F.L. during covid-19 pandemic. The information on the types of students' issues was gathered from the results of the semi-structure interview. On third November 2022, the researcher gathered the data to twelfth grade students of senior high school number 2 Muaro Jambi.

Interview were conducted with 6 participants who were considered as representative of the problem in this study. There are 6 main questions that the researcher asked to the participants to know their psychological problems on online learning during covid-19 pandemic and it was use semi structure interview, the Protocol at the follows. Interviews are explained to follow;

1. How was comfortable the Online learning process?

2. How was the Online learning process, difficult or easy?

3. How did you feel while studying online at home?

4. How about tired? Did you feel tired of studying from home with an online system?

5. How the problems that you faced while studying online?

6. How the impact that you feel while studying online?

4.1.1 Psychological Problems Of Online Learning During Covid-19 Pandemic

A. Comfortable Or Not Comfortable Of Online Learning Process

Comfortable or not comfortable of online learning process is the factor that explains how comfortable students are during the online learning process. Each student typically felt the same way as the others, although their perspectives on whether or not they were comfortable differed. **(S.S.)** said :

‒It's very comfortable, because at home you don't go anywhere, and i loves to be at home.‖

In terms of online learning, there is an option for a student who prefers to stay at home and does not need to travel. **(Y.A.)** agrees with this remark, saying:

‒It's really comfortable, because studying can be relaxed like that, you can lie down, eat, watch movies, eat snacks, very comfortable.‖

The researcher observed that the mobility of online learning is very flexible; students can do other things while learning online or prefer to be at home. However, not all of the students agree; the remainder are not comfortable. According to **(Z.T.)**:

‒It's not comfortable, because the facilities are not complete, also mostly, there is no direct explanation from the teacher, only from YouTube sometimes there is also no signal, the material is hard to understand‖.

B.   The Difficulty Of Online Learning Process

The difficulty of online learning process is description of how difficult or easy the online learning process was?. Every student faced their own challenges during the online learning process; the difficulty each student faces differs and it's dependent on their own abilities. Students who claimed that online learning was easy encountered difficulties, according to **(Y.A)** :

‒It's hard to understand the material, even though the teachers gave the video link for the material but it's still hard to understand, because the learning isn't direct, so it's very difficult‖.

One of the students who stated that online learning was difficult was who one of the students who stated that online learning was comfortable. One of the students who stated that online learning was not comfortable agreed with **(Y.A)** viewpoint. As stated by **(J.P)** :

‒It way difficult than normal., …because there was the influence of online games, there's also a lot of work at home, so I'm lazy to do my assignments‖.

Researcher concluded that even students who were comfortable with online learning found it difficult. And, according to the results of the interviews, all of the students agree that online learning was difficult.

C.   Feeling while studying online learning

Feelings while studying online learning is a term that describes of how students feel while studying online. The feelings of each student are mostly the same; researcher discovered that all students agree that they are bored and tired during the online learning process. According to **(J.P.)** :

‖Super bored., …It's tired, for example, if we keep on playing games, right at the end we're told to get together so a lot of work piles up, so there's a lot of work to do at the end, because of negligence and laziness at the beginning‖.

(Z.T.) agree with **(J.P.)** that online learning was boring and exhausting, as stated by **(Z.T.)** :

‖I'm bored, no interaction with friends, no friends, just wake up at home, absent, just do assignments., …because 1 week is a long task, sometimes there are one subject a week giving 2 assignments, sometimes, most of the work makes me tired‖.

Researcher discovered that the difficulty of online learning made students tired of it. The assignments and work are boring, and the lack of interaction makes matters worse.

D.   Problems And Impacts Of studying by Online

Problems and impacts of online learning are terms used to describe the problems and impacts that students experience while learning online. The researcher discovered that the majority of the students had the same problems and

the same impact. That are laziness (think and study) and work procrastination.

(**Z.T.**) explain that :

―…you rarely think about it yourself, math is also assisted by Google, the impact might be less learning, lazy learning, belittling lessons‖.

(**J.P.**) felt the same way, stated:

‒There are, yes, earlier because of the convenience of online, so lazy to study, too lazy to think‖.

All of the participants, it may be inferred, said that they were too lazy to think and study. Since the teacher didn't explicitly explain the assignments, many of them made them lethargic to complete it's sooner, and the assignments finished with daunting duties, they all became exhausted and bored while studying online.
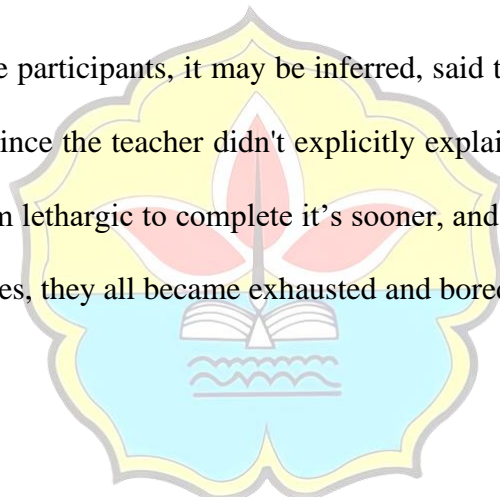
4.2 Discussions

According to research findings, that are resulted that students agreed with several answers about psychological problems on online learning during the pandemic. The participants said, online learning was boring and tired. Being at home over 2 years to do online learning lead the impact to their psyhological. Based on interview, shows mostly of students have the same answers. All of the students, argues that their being bored,tired, can't understand the material, and lazy to think and study.

From the result of the research on the interview. The research question is ‖What is the impact of the covid-19 pandemic affect to the psychology of students in the twelfth grade online learning process at Senior Highschool number 2 Muaro Jambi?‖ to answer this question, the data were obtained by the twelfth grade Senior High School number 2 Muaro Jambi who faced the online learning over two years ago, the data were obtained by using interview and the researcher can concluded that ; ‒The students being lazy to think and loves to be procrastinating of work. Some of them suffering by this situation but others not. The laziness of thinking and studying has persisted to this day‖. This claim supported by The OLI theory, which stated that ‒high school students who spent more time engaging in online hands-on learning would be less likely to be *dissatisfied* with online learning‖ (Hong, Liu, Liu, Zhao, 2021). The relationship between dissatisfaction and the interview results are due to all of the laziness, boredom, and fatigue caused by students who were dissatisfied with their online learning experiences. Students' responses revealed their emotional dissatisfaction with online learning. Dissatisfied about not understanding the material, overloaded with work, exhausted, and putting off doing the work.

The findings lead to the psychological problems that indicated as Behavioural Apathy. Which are linked to the Cognitive psychology and Neuropsychology. Behavioral apathy is a second domain of apathy, which manifests as indolence and requirement for prompts to initiate physical activity (Chow, 2009). Apathy is a common, disabling neuropsychiatric syndrome that

occurs across many brain disorders and may be associated with diminished

motivation in behavioural, cognitive, emotional and social domains (Klar, 2021).

CHAPTER V

CONCLUSION & SUGGESTION

5.1 Conclusion

From the research that has been done, about Pyschological Problems on Online Learning to English as a Foreign Language Of Twelfth Grade Students Senior High School Number 2 Muaro Jambi, the researcher concluded that:

1. Based on the findings, Students lost their interested in study by online learning, even lost their spirit in learning. Their feel so bored and tired, too much assignment and no explanation with bad signal (some of them) made their doesn't really care about the lessons. The students being lazy to think and loves to be procrastinating of work. Some of them suffering by this situation but others not. The laziness of thinking and studying has persisted to this day.

2. The findings lead to the psychological problems that indicated as Behavioural Apathy. Which are linked to the Cognitive psychology and Neuropsychology.

5.2 Suggestion

Based on the results of this study, several suggestions can be used as evaluation material for all parties involved, including:

1. For the school to support teacher programs in using online learning methods in the learning process in order to achieve better student learning outcomes.

2. For teachers to always be enthusiastic in the learning process, so that learning can run as it should. To support the learning process that is expected to be able to learn students.

3. Students at Senior High School number 2 Muaro Jambi should have an awareness of their responsibilities in setting up and carrying out the learning process properly as well as possible in order to achieve what is desired and expected by the board of teachers and parents so that they become children who are useful for the religion of the archipelago and the nation.

For future researcher, the results of this study can be taken into consideration and can be proposed or developed for further research.
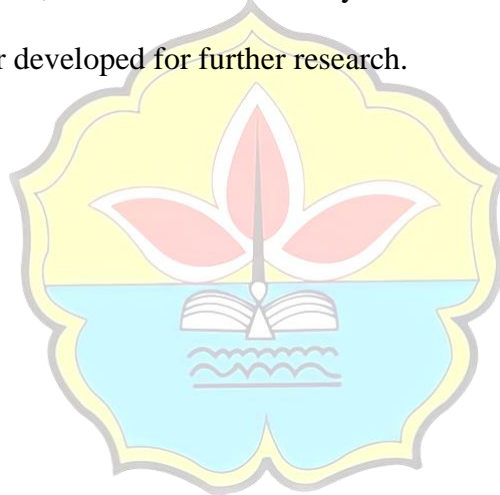
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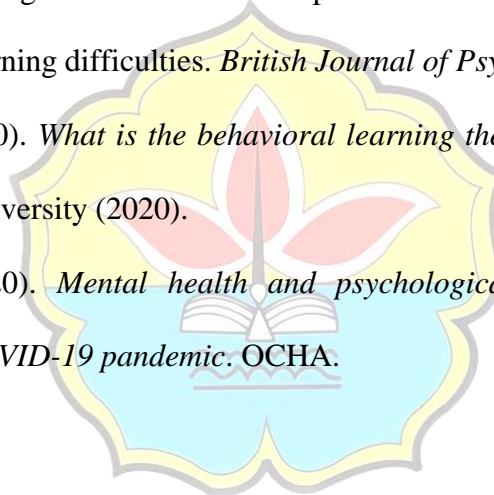
APPENDIX 1

QUESTION'S OF INTERVIEW

Questionary of the Interviews:
1. How comfortable was the Online learning process?
2. How was the Online learning process, difficult or easy?
3. How do you feel while studying online at home?
4. How about tired? Did you feel tired of studying from home with an online system?
5. How the problems you faced? Are there any problems while studying online?
6. How the impact did you feel while studying online?

APPENDIX 2

TRANSCRIPT OF INTERVIEW

1. (**A.P**)

Q: How comfortable was the Online learning process?

A: ‑*Kalau untuk nyaman sih ya nyaman,cuman ya untuk kendalanya itu materinya aja sih sebenarnya, nyamansih nyaman."* (Actually comfortable, only constrained by the material, it's fine for me.)

Q: How comfortable that was? Very comfy? Or just usual?

A: *"Nyaman aja sih, kalau nyaman banget tu nggak, bosan juga sih belajar daring tuh."*(I can't say not comfortable, I enjoyed it, but it's also boring studying online.)

Q: How Was the Online learning process difficult or easy?

A: *"Keduanya sih, terkadang mudah terkadang sulit. Sulitnya itu yaitu tadi yang masuk linknya itu susah, kadang materinya itu terbelit-belit penjelasannya kadang tidak di perjelaskan juga, materinya saja yang dikasih, disuruh baca sendiri, langsung disuruh jawab sendiri. Kita kan kalau dikasih materikan malas bacanya kan, langsung soalnya aja langsung jawab."* (Both, sometimes easy, sometimes difficult. The difficulty is that it's difficult to enter the link earlier, sometimes the material is convoluted, the explanation is sometimes not explained either, they just give the material, they are asked to read it ourselves, they are immediately asked to answer it ourselves. If we are given material, we are too lazy to read it, right?.)

Q: So that was easy or difficult? It was depends by the teacher?

A: *"Iya tergantung gurunya."*(Yes, it was depends by the teacher.)

Q: How do you feel while studying online at home?

A: *"iya nyaman, santai tidak tertekan, kadang kalau kita punya kegiatan lain kan bisa sambil kerjain yang lain."*(It feels comfy, nothing any pressure, sometimes if we have other work we can work it out.)

Q: Did you feel bore of learning by online?

A: *"Bosan sih bosan, 2 tahun pandemi kan dirumah terus."* (I did, we've been 2 years just stay at home.)

Q: Did you tire?

A: *"Ngga sih,cuman kalau ketinggalan soal nah itu, banyak bertumpuk-tumpuk kan jadinya, lelah juga jadinya sampai bergadang ngerjainnya."* (It's not really, it's just that if you miss the works, there's a lot of piles of it, you're tired too, so you stay up all night doing it.)

Q: Are there any problems while studying online?

A: "*Ya seperti tadi, kan materi soalnya kan banyak, disuruh baca sendiri, emang ada sih sebagian guru yang ngirim video atau audio dijelaskan nah itu lebih mudah, nah kalau ini kan cuman screenshot dari searchingan google,jadi kan kami malas cuman cari jawabannya aja, nah itu sulit kadang keluar masuk link, macet, penyimpanan hp penuh, atau foto-foto yang ada digrub, kan ngirimnya langsung satu grub, orangnya 200 orang, jadi sulit terkendala disitu sih."* (Yes, like i said before, there's a lot of material, we were told to read it ourselves, there are some teachers who send video or audio, it's explained, so that's easier, now, this is just a screenshot from a Google search, so we're lazy, just looking

for the answer, right? it's difficult sometimes going in and out of links, traffic jams, cellphone storage is full, or photos that are grouped, right send it directly one grub, there are 200 people, so it's hard to be constrained there.)

Q: Was you have problems with signal?

A: *"Kalau siinyal tidak sih, bagus."* (No, that was good signal for me.)

Q: Are you being lazy because this online learning?

A: *"Iya sih, kalau belajar daring ini, banyak malasnya."* (I'am, just being over lazy.)

Q: Like what? Lazy to study? Lazy to think of your school work?

A: *"Fikirannya itu kan, ah nanti dulu lah, bisa nanti."* (The toughts, I can do it later.)

**Q:** So you being procrastinating of work?

A: *"Iya jadi begitu."* (Yes, I'am.)

Q: Untill now?

A: *"Kalau sekarang sih tidak."* (No.)

Q: Just during the pandemic?

A: *"iyaa selama daring aja, soalnya kalau daring itu kan, ngumpul tugasnya kan seminggu sekali, setiap seminggu tuh kesekolah gitu, ngumpul tugasnya ,palingan sehari atau mau 2 hari sebelum kesekolah itu barulah sibuk ngerjain tugasnya untuk dikumpulkan, kalau masih jauh-jauh hari , ah bisa nanti-nanti lah,bikin males daring itu, kalau offline kan misalkan hari ini, hari ini ada tugas nah kalau hari kamis ada mapelnya lagi kan harus dikumpulkan itu, seharian dikerjain pas pulang sekolah, beda dengan online."* (Yes, just as long as it's
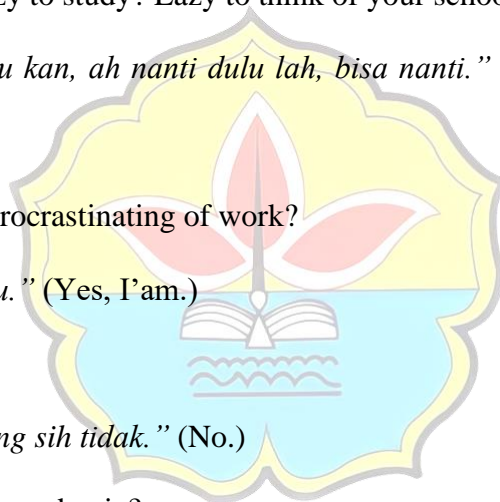
online, because if you're online, you collect assignments once a week, every week you go to school like that, collect your assignments, at least a day or 2 days before going to school, then you're busy doing your assignments to be collected, if it's still far away, ah you can do it later, it will make you lazy for online, if it's offline, for example today, today there is an assignment, so if we have same subject on Thursday, we have to collect it, we do it all day right after school, it's different from online.)

Q: If there a choice, would you prefer offline or online?

A: *"Offline sih,karena lebih jelas dikasih materinya,lebih dimengerti,langsung bisa diperagakan dalam kehidupan sehari-hari,kalau onlinekan paling cuma video sederhana."* (It's offline, because the material is clearer, it's more understandable, it can be directly demonstrated in daily life, if you go online, it's just a simple video.)
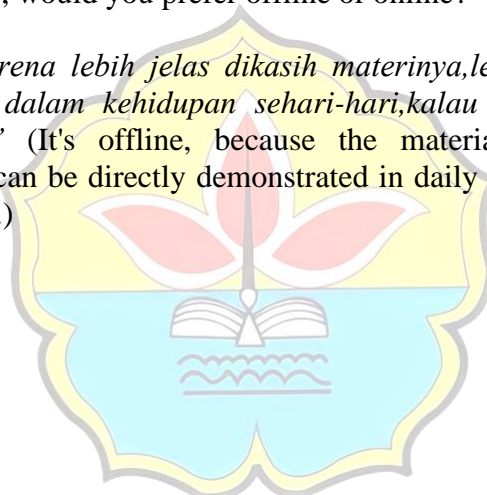
2. (J.P.S)

Q: How comfortable was the online learning process?

A: *"Tidak nyaman,kurang asik."* (Not comfortable for me, less of fun.)

Q: Why that was not fun?

A: *"karena ya kurang asik aja, kek materi kurang lengkap, kitapun mau cari di google malas karena banyak pengaruh main game, terus kebanyakan tidur."* (Because it's just not fun enough, the material isn't complete, even if we want to search on Google, it's lazy because it has a lot of influence on playing games, then too much sleep.)

Q: Was the online learning process difficult or easy?

A: *"Lebih sulit, ketimbang belajar normal."* (It way difficult than normal.)

Q: What made that was difficult?

A: *"Sulitnya seperti tadi yang saya bilang itu, karena ada pengaruh game online, terus dirumah juga banyak kerjaan, jadi malas ngerjain tugas-tugasnya."* (It's as difficult as what I said earlier, because there was the influence of online games, there's also a lot of work at home, so I'm lazy to do my assignments.)

Q: If it's from the teacher himself, was it easy to give the material or not? Did the teacher explain?

A: *"Ada di jelasin, di jelasin pun kayak berinteraksi pun kurang asik gurunya,kurang dapet nilai pembelajarannya."* (It's explained, it's like interacting, the teacher isn't cool, you don't get the learning value.)

Q: Did you feel bore while stuying by online?

A: *"Sangat-sangat bosan."* (Super bored.)

Q: Did you tire?

A: *"sangat capek,belajar daring."* (Super tired.)

Q: What made that was tire for you?

A: *"Capeknya ya kalau misalnya kita main game terus kan, nanti pas akhir disuruh kumpul jadi banyak tugasnya numpuk, jadi banyak ngerjain tugasnya di akhir, karena kelalaian dan malas di awal."* (It's tired, for example, if we keep on playing games, right at the end we're told to get together so a lot of work piles up, so there's a lot of work to do at the end, because of negligence and laziness at the beginning.)

Q: So you being procrastinating of work?

A: *"Iya begitu."* (You can call it that way.)

Q: Do you have problems while studying by online? From your ownself maybe?

A: *"Ada, ya tadi karena ke enakan online,jadi malas belajar,malas berfikir juga."* (There are, yes, earlier because of the convenience of online, so lazy to study, too lazy to think.)

Q: Just while online, or until now?

A: *"Selama daring aja, kalau sekarang sudah ada perkembangan, sudah semangat juga, karena guru juga sudah menjelaskan, secara detail tidak sperti dulu kurang lengkap,cuman kasih link, trus disuruh kerjakan, kita sendiri yang berfikir nyari jawabannya tidak dijelaskan begitu, kalau sekarang sudah dijelaskan ,kek gimana bgini dan bgitu di kasih soal juga memacu semangat kalau sekarang."* (As long as it's online, there's progress now, I'm excited too, because the teacher has also explained, in detail it's not as complete as before, just gave the link, then told to do it, we ourselves thought looking for the answer it wasn't explained that way, now it's been explained How about this and that, being given questions also boosts enthusiasm now.)

Q: If there a choice, would you prefer offline or online?

A: *"Yang normal ajalah,offline."* (Normal for sure.)

3. (S.S)

Q: How comfortable is the Online learning process?

A: *"Sangat nyaman,karena dirumah tidak kemana-mana,karena anak rumahan jadi suka dirumah."* (It's very comfortable, because at home you don't go anywhere, because i loves to be at home.)

Q: Was the Online learning process difficult or easy?

A: *"Sulit sih,karena sulit memahami pelajaran,tidak dijelaskan, dan tidak bertemu dengan gurunya secara offline."* (It's difficult, because it's difficult to understand the lesson, it's not explained, and you don't see the teacher nose.)

Q: So the teacher just giving you the material, but now explained it?

A: *"Kasih materi kasih soal, kumpulkan, tidak dijelaskan."* (Give material, give questions, collect them, don't explain them.)

Q: How do you feel while studying online at home?

**A:** *"Nyaman sih."* (Comfort.)

Q: Did you bore while studying by online?

A: *"Bosan sih bosan, karena tidak bisa bertemu teman-teman, bosan dengan pelajarannya juga tidak dijelaskan."* (I'm bored, because I can't meet my classmate, I'm tired of not explaining the lesson either.)

Q: Are there any problems while studying online?

A: *"Masalahnya dijaringan,kuota internet terbatas."* (The problem was the network, internet quota is limited.)

Q: Are there the problems you feel from yourself?
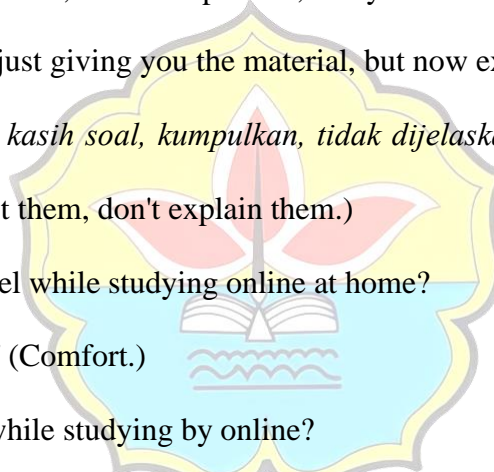
A: *"Ada sih,merasa jadi malas untuk menulis catatan lebih panjang,males mikir."* (Yes, I feel lazy to write longer notes, lazy to think.)

Q: So you feel lazy until today?

A: *"Iya sampai sekarang, malas untuk mikir tuh sampai sekarang."* (Yes until now, lazy to think anything until now.)

Q: What do you think about studying online so you don't get bored? Any idea?

A: *"Dijelasin,dikasih kuota internet."* (Explained it, gift us internet quota.)

4. (Y.A.P.P)

Q: How comfortable was the Online learning process?

A: *"Nyaman banget sih,karena belajjarnya bisa santai gitu, bisa sambil baring-baring,makan, nonton ,makan cemilan, sangat nyaman."* (It's really comfortable, because studying can be relaxed like that, you can lie down, eat, watch movies, eat snacks, very comfortable.)

Q: Was the Online learning process difficult or easy?

A: *"Sulit."* (It was difficult.)

Q: Why did you feel difficult?

A: *"Sulit memahami materi, walaupun guru-guru ya ngasih link video materi tersebut tapi masih susah untuk memahaminya, karena belajarnya tidak secara langsung, jadi sangat sulit."* (It's hard to understand the material, even though the teachers gave the video link for the material but it's still hard to understand, because the learning isn't direct, so it's very difficult.)

Q: How do you feel while studying online at home?

A: *"Sangat membosankan sekali."* (It's very boring.)

Q: Did you feel tire?

A: *"Lelah."* (I did.)

Q: Why?

A: *"Ya gadapet uang jajan, ga bisa ktemu teman juga, ga merasakan sekolah, jadi rasanya lelah dan bosan."* (Yes, I don't get pocket money, I can't meet classmate either, I don't feel like I'm at school, so I feel tired and bored.)

Q: So, if you meet your classmate you don't feel that tire?

A: *"Tidak, karena bisa tertawa bersama,dan lelah pun hilang."* (No, because we can laugh together, and tiredness was gone.)

**Q:** Are there any problems while studying online?

A: *"Internet dan kuota sih."* (Internet and quota anyway.)

Q: What the impact to you in specific way?

A: *"Ada ,kalau bahasa kasarnya tuh jadi bodoh gitu."* (Yes, I apologize for the unpleasant words; I feel foolish.‖

Q: Being lazy?

A: *"Iya malas,ngerjain tugas,mikir dan ngirim tugas malas."* (Yes I'am lazy, doing assignments, thinking and sending assignments was lazy.)
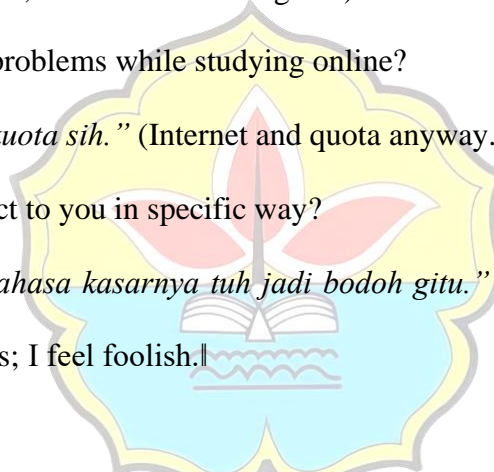
5. (Z.T.)

Q: How comfortable is the Online learning process?

A: *"Kurang nyaman sih, karena fasilitasnya itu kurang lengkap, juga kebanyakan, gada penjelasan langsung dari gurunya,cuman dari youtube kadang juga ga ada sinyal,susah dimengerti materinya."* (It's not comfortable, because the facilities are not complete, also mostly, there is no direct explanation from the teacher, only from YouTube sometimes there is also no signal, the material is hard to understand.)

Q: Was the Online learning process difficult or easy?

A: *"Lebih sulit,karena rata" guru itu ngambil penjelasannya dari youtube,ga ada dari dia langsung,juga kebanyakan kasih tugas pula langsung."* (It's more difficult, because on average the teacher took the explanation from YouTube, nothing from him directly, also mostly gave assignments directly.)

Q: How do you feel while studying online at home?

A: *"Bosan sih, gada interaksi sama teman,gada kawannya,dirumah ya bangun tidur,absen,kerjain tugas gitu aja."* (I'm bored, no interaction with friends, no friends, just wake up at home, absent, just do assignments.)

Q: Did you feel tire?

A: *"Tentu,karenakan 1 minggu itu tugas mulu,kadang ada yang satu mapel satu minggu kasih 2 tugas kadang ,kebanyakan tugasnya sih jadi lelah."* (Of course, because 1 week is a long task, sometimes there are one subject a week giving 2 assignments, sometimes, most of the work makes me tired.)

Q: Are there any problems while studying online?

A: *"Ada,kadang kalau mati lampu tuh sinyalnya susah,terus juga kuotanya sih,kadang belum akhir bulan udah habis duluan,jadi boros."*

Q: What impact do you feel to yourself?

A: *"Jadi terlalu bergantung sama hp,apa-apa google gitu,jarang yang dipikirin sendiri, matematika juga dibantu google, dampaknya mungkin lebih jadi kurang belajar,malas belajar,meremehkan pelajaran ,kan guru juga gatau kita serius atau ngga, yang penting ngumpul tugasnya."* (You being depends too much on your cell phone, Google doesn't matter, you rarely think about it yourself, math is also assisted by Google, the impact might be less learning, lazy learning, belittling lessons, the teacher doesn't know if we are serious or not, what matters is getting down the assignments.)

6. (F.D.O)

Q: How comfortable was the Online learning process?

A: *"Ga nyaman sih menurut kami,karena banyak kendalanya dan ga bisa ngerti materi, trus sinyal juga ga slalu bagus."* (It's not comfortable in my opinion, because there are many obstacles and we can't understand the material, so the signal isn't always good either.)

Q: Was the Online learning process difficult or easy?

A: *"Lebih sulit."* (It way difficult.)

Q: How do you feel while studying online at home?

A: *"Bosan,lelah kan ga ada teman jadi kaya ga deket sama teman."* (Bored, tired of not having friends, so it's like not being close to friends.)

Q: Are you tired of studying from home with an online system?

A: *"Sinyal dan materi susah dimengerti."* (Signals and material are difficult to understand.)

Q: What the impact do you feel while studying online?

A: *"Lelah, tugastu banyak numpuk karena materi susah dimengerti, mau nanya temen juga pada ga ngerti."* (Tired, a lot of assignments piled up because the material was hard to understand, I wanted to ask a friend who didn't understand either.)

Q: Did you being lazy?

A: *"Iya ,males banget."* (I did, very lazy.)

APPENDIX 3

DOCUMENTATION OF INTERVIEW