AN ANALYSIS OF THE DIFFICULTIES IN ONLINE LEARNING ON STUDENTS' PRONUNCIATION MASTERY AT MASTER ENGLISH COURSE

A Thesis

Submitted as Partial Fulfillment of the Requirements

For the Bachelor Degree

By

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LAMPUNG

2022

CHAPTER I

INTRODUCTION

A. Title Confirmation

The title is a very important part of a scientific paper because this title will be provided an overview of the overall thesis. The title of the scientific work that the researcher discusses in this thesis is: "An Analysis of the Difficulties in Online Learning on Students' Pronunciation Mastery at Master English Course".

To eliminate misunderstandings in understanding the purpose of the title of this thesis, the researcher describes some of the main terms contained in the title. This is not only intended to make understanding easier, but also lead to a clear understanding of what the researcher wants. The following describes some of the terms contained in the title.

One of the purposes of the web in training is distance learning. There are different terms to communicate the idea of distance getting the hang of utilizing the web, to be specific: online learning, virtual learning, virtual classroom, or web-based learning.

Online learning is a form of e-learning that is used to present learning materials online. In simple terms, online learning is a learning movement that uses networks as a technique for conveyance, collaboration, and help and is upheld by different types of learning administrations. Online learning has an advantage in the communication design section.

Most students feel not happy with the utilization of online learning strategy. As they did not satisfy the normal advancement of doing language learning execution the way. Online learning becomes a new challenge and problem looked by students during the execution of online learning in this present circumstance. Haryono stated that online learning has several difficulties, namely: internet use requires a sufficient foundation, web utilization is expensive, and communication via the internet is often slow. [1]

Pronunciation mastery is one of the significant things in English language correspondence. Pronunciation is how a language is spoken and articulated. That language and the way to express every language is for the most part an actual peculiarity sated by Cameron. [2] The students should have an effective method for articulating a word when they need to be decent speakers if the students cannot articulate words positively it can make it individuals hard to comprehend or in any event, misconceptions. Pronunciation generally has a nearby connection for all grade levels. Speaking is closely related to pronunciation. The students should commit articulation authority to help their ability to talk. Pronunciation is not an as simple thing. Pronunciation is the capacity to utilize the right pressure, beat, and pitch of a word in a communicated language. Articulating a language is expertise. That will be increased by the careful training.

In view of the clarification over, the researcher is intrigued in conducting a research about the Difficulties in Online Learning on Students' Pronunciation mastery.

B. Background of the Problem

Online learning is one of the educational platform. Online learning as educational material that is presented online teaching materials and presented on a computer or using Web and providing space for interact with the tutor or instructor and with other learners. Nowdays, online learning is the most accessible pathway to help learners get new knowledge from many places. Online learning allows participants to collapse time and space. The delivery method allows for flexibility of access, from anywhere and usual anytime. However, the learning materials must be designed properly to engage the

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[1] Abung dan Abubakar Alatas. Haryono, 'Virtual Learning/Virtual Classroom Sebagai Model Pendidikan Jarak', Jauh: Konsep Dan Penerapannya. Jurnal Teknologi Pendidikan., Edisi No.13/VII Jakarta : Pusat Teknologi Komunikasi dan Informasi Pendidikan Depdiknas.

[2] S. Cameron, *Perfecting Your English Pronunciation* (New York City: McGraw Hill, 2012).

learner and promote learning, with the learners and learning in focus. There must be a perception that using online learning provides major benefits. Some of the benefits for learners and instructors are; for learners, online learning knows no time zone, and location and distance are not issues. In asynchronous online learning, students can access the online materials anytime, while synchronous online learning allows for real-time interaction between students and instructors. For instructors, tutoring can be done anytime, anywhere. Online learning materials can be updated, and learners can see the changes immediately. When learners can access materials on the internet, it is easier for instructors to direct them to appropriate information based on their needs. If online learning is designed properly. [3]

The effectiveness of online learning is affected by many elements. A few elements make boundaries to web-based learning, like regulatory, social, communication, scholarly abilities, specialized abilities, student inspiration, times and backing for study, technical issues, costs, and internet access. Different elements can lead to bad quality web-based learning, for instance, the ineffectual plan and course of action of media materials. This analysis is seen from online teaching in the field of schooling. Hence, the teacher must rely on comprehensive considerations of how it is utilized across gatherings. [4] This means it ought to be evaluated including learning objectives, the nature of the design of learning materials, assessment of learning results, and so on.

Online learning turns into new challenges and problems looked at by the understudies during the execution of web-based realizing when two years of pandemic circumstances. [5] The utilization of internet learning is without a doubt down to earth since it tends to be utilized anyplace and whenever. But, most understudies were not fulfilled by the utilization of a web-based learning strategy as they did not satisfy the normal advancement of doing language learning execution the way. The specialized issues and individual issues were the most experienced challenges found during online learning. [6] It is associated with the capacity of every individual also utilize the web and the availability of the web. Additionally, while concentrating on English on the web, the instructor should work on the plan and content of gaining assignments occasionally with regards to such countless understudies to be controlled. In learning on the web, the understudies should have an idea to direct them in following the means.[7]

There are many problems also, hardships in learning English through the web-based technique. Students taking online course could face difficulties in learning online such as poor internet connection, lack of motivation, effectively getting diverted, and more pressure due to the instructors' amount of tasks. These difficulties could hurt their learning performance.[8] Especially when they learn pronunciation. It means, to mastery of good and correct pronunciation of words in English is very influential in communicating with other people. The correct pronunciation in the sentence will affect other people's understanding of the sentences we say, mastery of pronunciation can be mastered well by increasing listening to the correct words of other people who master good in English.

As indicated by Hismanoglu, pronunciation direction is vital for correspondence. It is likewise a critical piece of open capability. Although the job of English pronunciation is significant in the English language, numerous educators do not give sufficient consideration to this significant expertise. The problems of pronunciation guidance have been exhibited by certain analysts. [9]

[3] Yang Wang, David Stein, and Shusheng Shen, 'Students' and Teachers' Perceived Teaching Presence in Online Courses', Distance Education, 42.3 (2021), 373–390 <https://doi.org/10.1080/01587919.2021.1956304>.

[4] Veli Batdı, Yunus Doğan, and Tarık Talan, "Effectiveness of Online Learning: A Multi-Complementary Approach Research with Responses from the COVID-19 Pandemic Period," *Interactive Learning Environments* 0, no. 0 (2021): 1–34,https://doi.org/10.1080/10494820.2021.1954035.

[5] B. L. Moorhouse, "Adaptations to a Face-to-Face Initial Teacher Education Course 'Forced' Online Due to the COVID-19 Pandemic," *Journal of Education for Teaching* (2020), https://www.researchgate.net/publication/340670666.

[6] E. Ambarita, "Belajar Dari Rumah (Bdr) Menggunakan Padlet Alternatif E-Learning Pada Masa Pandemi Covid-19," *JIRA: Jurnal Inovasi Dan Riset Akademik* 2, no. 1 (2021): 30–36, https://doi.org/10.47387/jira.v2i1.70).

[7] Usa Kuama, & Intharaksa, S., "Is *Online Learning Suitable for All English Language Students?*," PASAA: Journal of Language Teaching and Learning in Thailand, no. 1 (2016), https://eric.ed.gov/?id=EJ1134684.

[8] Eviliana, "Difficulties Analysis of Students in English Online Learning at SMP Dharma Bhakti Palembang" (2020): 1–6.

[9] M. Hismanoglu, "Current Perspectives on Pronunciation Learning and Teaching," *Journal of Language and Linguistic Studies* 2(1) (2006): 101–110, https://dergipark.org.tr/tr/download/article-file/104683.

Based on the observation with one of the instructor in MEC *(Master English Course)*, the analyst figured out that this place has an online learning program for learning English Pronunciation because the instructor is in a different area from where the course is. So they continued to carry out courses with an online learning system. And she also found several contradictory things shown by students about problems during online learning courses. In the online learning process, students often have difficulty in understanding the material because the instructor give the material by online system. This is due to connection problems that hinder communication between students and teachers so that they are confused when getting the question because there are some materials less in the learning process and each student has a different approach, so that's the challenge and make it difficult. And almost 65% students cannot pronounce the word correctly and only 35% students can pronounce the word correctly. Mr.Angga stated that another problem that happens when online learning process is the instructors cannot immediately supervise their students. Are they getting the material or just pretending because of poor connection?.

From the clarification over, the researcher intends to analyze the difficulties and causes that are frequently looked by understudies in online learning on students' pronunciation mastery. She conducted preliminary research on March, 28th 2022, by interviewing Angga as an owner of the Master English Course. She found that the students of Master English Course try to learn pronunciation through online learning system. And work hard to master the pronunciation ability. He said that students had some difficulties in pronunciation mastery through online learning system.

As indicated by the clarification above, it very well may be inferred that online learning system is one of the educational platforms in this situation. Students can use this system to support they learning process, especially in their pronunciation mastery. The students can know the advantages and disadvantages of online learning after they use and follow the online learning process.

These are some previous researches related to this research. Firstly, the previous research was finished by Nambiar in 2020 entitle: "The Impact of Online Learning during Covid-19: Students' and Teachers' perspective." The researcher obtained the outcome from her thesis, the result showed that understudies apparent the web-based classes to need quality, Things like aggravation inside the progression of classes, issues in explaining questions, indifference, specialized issues, and absence of inspiration to go to the classes were a few unmistakable variables decreasing the viability of online classes. [10] Secondly, the previous research was done by Ayu Firdha Tamara entitled: "An Analysis of Students' Difficulties in English Online Learning", this research used descriptive qualitative method. The population was all students of 3rd semester of guidance and counseling major of University Muhammadiyah Pringsewu in the academic year 2019/2020, consisted of 35 students as the sample. The result of this study showed different reasons for students learning difficulties are as follows: lack of motivation, lack of English intake, learning environment that not supported, and facility and the infrastructure that not supported. [11]

Thirdly, the previous research conducted by Eviliana entitled "Difficulties Analysis of Students in English Online Learning at SMP Dharma Bhakti Palembang" this research was about analyzing students' difficulties in English online learning. She found that most students do not obtain good learning achievement and they feel difficult in English online learning, and the lack of sources learning and limitation of instructional are reputed, lack of interest and lack of students' respond. [12]

The next previous research was done by Nad'wa Risky in 2021 entitled: "Students' Perception of Online Learning in Listening Class at Fourth Semester of the State Islamic University Sulthan Thaha Saifuddin Jambi. In this study, he found that understudies showed disappointment with their courses

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[10] D. Nambiar, "The Impact of Online Learning during COVID-19: Students' and Teachers' Perspective," *Jurnal Penelitian Pendidikan* 20, no. 3 (2020): 392–406.

[11] Ayu Firdha Tamara, "An Analysis of Students' Difficulties in English Online Learning" (University of Muhammadiyah Pringsewu in academic year 2019/2020, 2021).

[12] Eviliana, "Difficulties Analysis of Students in English Online Learning at SMP Dharma Bhakti Palembang."

when teachers were inaccessible to offer specialized help. The sample of this research was the fourth semester of the English education study program.[13]

Lastly, the previous research was done by Citra Ayu entitled: "An Analysis of Students' Difficulties in Learning English at Universitas Pahlawan Tuanku Tambusai in 2017/2018", the data collection in this research are documentation, test, observation, and interview. the understudies' challenges in learning English focus on the capacity to talk and tune in. And the factors that add to the understudies; difficulties were: a less of English practice, the students did not effectively partake in the growing experience, the students' detached, the students did not observe on the students' explanations, the students were not active in responding to the teachers' questions and offer the assessment. The researcher used the qualitative technique. [14]

Based on the related students' difficulties in the past research over, every one of them led similar research in particular difficulties in online learning. Therefore, the subject and the issues of the review were different in the current review. The researcher focuses on the difficulties in online learning on students' pronunciation mastery in Master English Course. In this way, the researcher took the title "An Analysis of the Difficulties in Online Learning on Students' Pronunciation Mastery at Master English Course".

C. Focus and Sub-Focus on the Research

Based on the background of the problem above, the focus of this research is the difficulties in online learning.

And sub-focus of this research is Students' Pronunciation Mastery in Master English Course.

D. Formulation of the Problem

Based on the focus and sub-focus of the problems that have been stated, the formulation of the problem of this research are :
1. What are the difficulties of online learning in students' pronunciation mastery in Master English Course?
2. What are the causes of students' difficulties in online learning?

E. The objective of the Research

The objective of this research:
1. To know the difficulties of online learning in students' pronunciation mastery at the Master English Course
2. To know the causes of students' difficulties in online learning.

F. Significance of the Research

The results of this study are supposed to have the following benefits:
1. Theoretically
    a. The results of this study are supposed to be able to give scientific contributions that are useful in analyzing the difficulties in online learning in students' mastery of pronunciation lessons.
    b. The researcher expected that the consequence of this research could give data to the instructor about students' difficulties in online learning in pronunciation mastery to be material for comparison, consideration, and development, for future research in similar or related fields and problems.
2. Practically

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[13] N A D W A Risky, "Students ' Perception of Online Learning in Listening Class At the Fourth Semester of the State Islamic University Sulthan Thaha" (2021).

[14] C Ayu and D Viora, "An Analysis on Students'Difficulties in Learning English At Universitas Pahlawan Tuanku Tambusai in 2017/2018," *Journal of English Language Education* 4, no. 1 (2019): 56–73, https://jele.or.id/index.php/jele/article/view/44.

a. For instructors

Some of the difficulties encountered when this online learning can be used as a reference and find solutions to work on the quality of the online learning so that it can provide satisfaction for students who choose the online learning course.

b. For Students

The researcher hopes that students practice their knowledge about pronunciation and are motivated to speak in English every day using correct pronunciation.

c. For the next Researcher

1) The results of this study are expected to be the basis for the formulation of further research designs that are more in-depth and comprehensive, especially those related to research.

2) Can be used as additional useful knowledge insight.

d. For Master English Course

The researcher trusts this research to give data about students' difficulties in online learning on pronunciation mastery, so all the instructors keep controlling and revising their method of teaching pronunciation in an online learning course.

G. Relevant Studies

First, this research is a journal that has been done by Myung Hwa and Janette R. Hill, Untitled *"Students Perceptions of Group Work in Online Course: Benefits and Challenges.* [15] The students in this study were all graduate students at a large university in the southern United States, with 37 participants in the survey and 5 participants in a follow-up interview. The data collection in this research is using a survey and interview 'study. The motivation behind this study is to acquire a more profound comprehension of the variables that understudies see as valuable and testing on the web group work. The data analysis is qualitative data using SPPS.

Second, this research is a journal that has done by Yang Wang, David Stein & Shusheng Shen, Untitled "*Students' and teachers' perceived teaching presence in the online course".*[16] The students in this review were 1.041 students and 18 teachers who participated in an online course at a Chinese university. The purpose of this study was to demonstrate that educators could focus harder on the accompanying aspects to further develop understudies' opportunities for growth offering large-scale level remarks on courses, planning educational strategies, giving developmental criticism to schoolwork and conversations, and taking advantage of mechanical apparatuses in educating. The information examination device utilized in this study is SPSS form 23.

Third, this research is a journal that has done by Cahaya Hairani, Mohammad Hatip, and Kristi Nuraini entitled *"An Analysis of Students' Difficulties in Online Learning English at Grade XII MIPA in SMA Baitul Arqom Balung".* The purpose of this study was to know the students' difficulties in online learning English. The method in this study used a mixed method, in this study used questionnaires with 2 English instructors comprising 7 inquiries through Google Forms. The outcome showed that during web-based educational experience understudies of grade XII MIPA encountered a few hardships and a few methodologies utilized by English educators to assist understudies with taking care of understudy issues in internet learning, as follows: signal issues, web quantity, absence of information about IT, and awkward climate. There are a few methodologies utilized by educators: eye-to-eye meeting gatherings, examples non concurrently. Utilization of WiFi, utilization of the simple application, move more agreeable spot. [17]

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[15] Myung Hwa Koh and Janette R Hill, "Student Perceptions of Group Work in an Online Course: Benefits and Challenges," *Journal of Distance Education* 23, no. 2 (2009): 69–92, http://pedagogy.ir/images/pdf/group-work-benefits.pdf.

[16] Wang, Stein, and Shen, "Students' and Teachers' Perceived Teaching Presence in Online Courses." Op.Cit. p. 400-405.

[17] Cahaya Hairani, Mochammad Hatip, and Kristi Nuraini, "An Analysis of Students' Difficulties in Online Learning English at Grade Xii Mipa in Sma Baitul Arqom Balung," no. 49 (n.d.).

Fourth, this study has been done by Irza Yuzulia, Untitled *"The Challenges of Online Learning During Pandemic: Students' Voice".* This exploration has a place with subjective examination where the subjects were 54 understudies in Senior Secondary School. The outcomes showed that the understudies confronted a few troubles in learning on the web like unfortunate internet connection, lack of inspiration, easily getting distracted, and move stress due to the educators' measure of undertakings. [18]

The differences between this research and the previous study come from its aims, contents, sample, and instrument. This research aims to discover students' taking an online course and to investigate the Difficulties in Online Learning Courses on Students' Pronunciation Mastery. And in this study, the researcher will provide the solution for students' difficulties in online learning in pronunciation mastery, so they can increase their skills and use the solution to recover their strategy to do online learning. The sample of this study are some students of the Master English Course as subjects receiving the action and used data collecting tools with the help of other instruments, namely interview or observation guidelines.

H. Research Design

Research design is the arrangement of techniques and methodology used to gather and examine the research. In this study, the research used qualitative research. Sugiyono stated that the qualitative research method is frequently called the natural research strategy because the researcher is finished in a nature condition and setting.[19]

Therefore, the design of this research used phenomenological research. Phenomenology is a method for managing emotional assessment that bright lights on the common quality of a live encounter inside a particular social occasion. The essential goal of the strategy is to appear as a portrayal of a particular characteristic. [20]

It means, the researcher represented the phenomenon of students' problems faced in learning Pronunciation through online learning courses. Thus, the type of phenomenological approach will be used in this research to know the phenomenon of the difficulties of students' pronunciation mastery in the Master English Course.

I. Data Collection Techniques

Data is a significant material utilized by the researcher to respond to questions or theories in achieving research objectives. In this research, Sugiyono stated that the data-collecting technique is the primary stage of research because the purpose of this research is to collect information. [21] Data collecting technique process in an activity to get some of the information we need. Collecting data for qualitative research typically suggests cooperating with genuine circumstances and individuals. Therefore, the observation, interview, and questionnaire were done by the researcher to get data for this research. The steps were as follows:

1. Observation

Observation is one method that has been used to collect qualitative data. There are several approaches to collecting data through observation. [22] In this research, the researcher did not teach the learners. She only made notes to be analyzed later on. She made deductions about the item under study. The researcher use observation to answer research questions number one and two, the researcher came

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[18] Irza Yuzulia, 'The Challenges of Online Learning during Pandemic: Students' Voice',Wanastra: Jurnal Bahasa Dan Sastra, 13.1 (2021), 08–12 <https://doi.org/10.31294/w.v13i1.9759>.

[19] Sugiyono, *"Metode Penelitian Kuantitatif. Kualitatif, Dan R&D,"* Alfabeta, no. Bandung (2013).

[20] Creswell J.W, *Qualitative Inquiry & Research Design: Choosing Among the Five Approaches* (Thousand Oaks: SAGE Publications, 2013).

[21]Sugiyono, *Op.Cit,* p.136.

[22] Marguerite G Lodico, *Method in Educational Research from Theory to Practice,* (San Fransisco : A Wiley Imprint, 2006), p.143.

to the Master English Course and met with the English Instructor there to know the difficulties and the causes of online learning on students' pronunciation Mastery.

2. Interview

After observing in Master English Course, the researcher interviewed the students or learners about the difficulties and the causes of online learning on students' pronunciation mastery at Master English Course. Interviews are guiding question-answer conversations between two people conversing about a topic of shared interest. Be that as it may, they contrast with other conversations by having a particular construction and reason. [23] This technique was conducted to get data from the students about the difficulties in online learning on students' pronunciation mastery in Master English Course. Besides, the reason for this interview is to ensure the data and the consequence of the perception and get more information to relate to this research.

3. Questionnaire

The questionnaire is a data collection method done by giving some questions of written questions to the respondent to answer. [24] The researcher gave the questionnaire to the students to answer research question number two which is to know the difficulties in online learning on students' pronunciation mastery.

J. Research Instrument

In this research, the researcher used observation, interviews, and questionnaires. The research instrument is all devices in the research utilizing a certain method. A research instrument is a tool of facilities used by the researcher to collect data to make better research.

In this research, the researcher used observation, interview, and questionnaire as the instrument of the research.

The description of those instruments is as follows [25]:

1. Observation

Observation is the collecting data process. The researcher observed the research situation when observing participants in a natural setting. It is a key method for looking into the real situation around us. It is something beyond looking and listening. By doing the observation, the researcher could obtain a clearer description of learning exercises that is hard to get by utilizing another technique. The data has been collected in this research are the activities of students in the master English course. The observation sheet can be seen in Appendix 5.

In this research, the researcher did observation to get the information, the researcher was involved straightforwardly in the online classroom activity. The researcher made a note during the teaching-learning pronunciation' process. The researcher noted how was the process of teaching-learning pronunciation through online learning, students' responses, students' understanding, students' difficulties, and teacher or tutor's difficulties were in applying the teaching strategy. The aspects of the online learning process were described as follows:

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[23] *Ibid,* p.140.
[24] Sugiyono, *Op.Cit,* p.140.
[25] Sugiyono, *Op.Cit.*

Table 1. 1 Observation Guideline

No	Aspects	Indicator	Sub Indicator
1	To know the difficulties of online learning in students' pronunciation mastery	Time Consuming	- Need much time to learn the pronunciation - The students sometimes felt a limited duration of every meeting - The instructor has one hour and a half for every meeting
		Lack of students Interaction	- Lack of Interaction between teacher and other students - Limitations of social interaction with one another, such as laughter, smiles, etc.
		Online learning environment	- Some students hard to focus on studying at home because noisy of the family members and the situation around them. - Lack of attention when the instructor explains moreover the time is running.
		Internet Access	- Poor connection or get bad signal - Not have quota or data internet
2	To know the causes of students' difficulties in online learning	Lack of good instructor abilities in student monitoring	- The lack of good instructor abilities in the part of figuring out the issue
		Inappropriate strategy	- The instructor was not prepared efficiently and had no creativity in learning design. - Only used common strategy as drilling in pronunciation materials.
		Lack of student motivation	- The students are not interested to learn and feel bored by online learning

2. Interview

That's what Sugiyono expressed an interview was a meeting of two individuals to trade data and ideas through questions and responses. An interview is a conversation between two people (the interviewer and the interviewee). The interviewer has been asked the question to obtain

information from the interview. [26] Besides that, the researcher interviewed the instructor and some students face to face to ensure the result of the observation and got more information connected to this research. The interview instrument can be seen in Appendix 4.

Therefore, in this interview the researcher explained Anderson's statement on difficulties and causes in online teaching and learning (see chapter 2, pages 15-16) which applies in the interview sheet, as follows:

Difficulties in Online learning on Pronunciation Mastery :
1. "Time Consuming". It means the difficulties in learning pronunciation through online learning which it applied in the first and the second points of the interview sheet.
2. "Lack of Students' interactions". It means the difficulties in the online teaching and learning process which it applied in the third point of the interview sheet.
3. "Online Learning Environment". It means the difficulties in a situation that is applied in the fourth point of the interview sheet.
4. "Internet Access". It means the difficulties in data connection or technical problems which are applied in the fifth point of the interview sheet.
5. "Lack of good instructor abilities in students' monitoring". It means the causes of students' problems in the class which it applied in the sixth point of the interview sheet.
6. "Not appropriate strategy". It means the causes of students' boredom with the material which it applied in the seventh point of the interview sheet.
7. "Lack of student motivation". It means the causes of students' interest in online learning which is applied in the eight-point of interview sheet.

Meanwhile, the interview grills were used by the researcher as follows:

Table 1. 2 The Interview Grills

Aspects	Indicator	Number
Student's difficulties in online learning	The difficulties in management time during online learning.	1,2
	The difficulties in showing interaction with one another through online learning.	3
	The difficulties in creating a convenient place when online learning.	4
	The difficulties in bad connection through online learning.	5
Students' causes in online learning	The causes of students' understanding of the material.	6
	The causes of students' boredom in online learning.	7
	The causes of students' interest in online learning.	8

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[26]*Ibid,* p.134.

3. Questionnaire

The questionnaire is a list of questions that are used by the researcher to get data from the students directly. [27] The researcher used a google form questionnaire to get details information about students' difficulties in online learning on students' pronunciation mastery in master English courses. The instrument of the questionnaire was attached in appendix 7.

Therefore, in this questionnaire, the researcher explained Anderson's statement about students' difficulties in online learning in the questionnaire sheet. There was clarification about students' difficulties in online learning, as follows:

1. In the first point, the researcher was asked about students' difficulties in spending time when online learning. In the words, "They lack of manage their time and they felt only used a short time during online learning".

2. In the second point, the researcher was asked about student satisfaction with online learning in a short time. In the words, "The students cannot understand the material faster and hard focus when studying at home, especially in online learning.

3. In the third point, the researcher was asked about students' difficulties with internet access. In the words, "The students do not have internet quota and sometimes they got a bad connection when online learning".

4. In the fourth point, the researcher was asked about teachers' skills in monitoring students during online learning. In the words "it may also be an effective learning process if the teacher pays attention more to the students and the teacher presents the material".

5. In the fifth point, the researcher was asked about teachers' preparation before they teach online learning. In the words "The online learning process was done if teachers make a good plan for advances".

6. In the sixth point, the researcher was asked about students' difficulties in a study at home. In the words "Online learning become a crowded time when their situation around is noisy because their family members, so they are not focused join online learning".

7. In the seventh point, the researcher was asked about student self-confidence in pronouncing English words. In the words, "The knowledge about pronunciation should be mastered by good pronouncing an English word and do not afraid of being wrong.

8. In the eight-point, the researcher was asked about students' difficulties of motivation in speaking with good pronunciation. In the words "The students' motivation should be controlled by the instructor when they have correct pronunciation of English words".

9. In the ninth point, the researcher was asked about students' interest in online learning. In the words "The students will be mastered the material given in online learning when they enjoy the online class, it was better".

10. In the tenth point, the researcher was asked about students' problems with pronunciation mastery. In the words "They felt online learning is one of their obstacles in mastering word pronunciation in English".

The questionnaire was distributed by the researcher after the process of online learning class by utilizing zoom meetings. The aim was to find out the difficulties faced by the students in online learning, especially in pronunciation mastery. The researcher used opened-ended questions. The opened-ended questionnaire is used when the researcher has not been able to

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[27] Marguerite, *Op. Cit,* p.155.

estimate or guess the possibility that there are elective solutions for the respondent.[28] Meanwhile, the questionnaire grills were used by the researcher as follows:

Table 1. 3 Blue Print of a questionnaire for the Students

No	Aspects	Indicator	Number
1	The difficulties of online learning in students' pronunciation mastery	Students' difficulties in online learning are Time Consuming	2
			1
		Students' difficulties in acted their expression and communication are less of student interactions	7
			9
		Students' difficulties in studying online in a calm situation and focus on our online environment	6
		Students' difficulties in online learning are Internet Access	3
2	The causes of students' difficulties in online learning	The lack of good instructor abilities in the part of figuring out the issue.	10
			4
		Inappropriate strategy	5
		Lack of student motivation	8

K. Research Procedure

To get exact information, the researcher follows the procedure of researcher in the following steps:
1. The researcher chooses the place courses and subject of the research.
2. The researcher came to the course and met with the owner and the instructor to observe and take notes.
3. The researcher interviewed the instructor of Master English Course to know about the students' difficulties in online learning.
4. Because when I did this research still pandemic, the researcher shared a link to a questionnaire for students via WhatsApp, and they can fill out the questionnaire at home.
5. The last step is to analyze the notes of observation, interview, and questionnaire. After that, the researcher made a research report.

The procedure of this research will specify a purpose for this research. The researcher collected the data by observing, interviewing, and giving a questionnaire. The last procedure is reporting, and developing the written report.

L. Data Analysis Techniques

Qualitative data analysis is carried out if the empirical data obtained are qualitative as an assortment in the form of words and not a progression of numbers and cannot be organized in classes/grouping structures. Data can be collected in different ways (observation, interviews, digestion of documents, tapes) and are normally handled first previously it is ready for use (via logging, composing, altering, or rather than composing), however, the subjective investigation actually utilizes words that normally coordinated into extended text, and don't utilize numerical calculations or statistics as an analytical too. [29] As indicated by Miles and Huberman, analytical activities consist of three activity lines: that occur simultaneously, namely data condensation, data display, and concluding/verification.[30] Occur

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[28]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* Jakarta: Rineka Cipta, 2010, p.p 194-195.

[29] Saldana, Miles and Huberman, *Analysis Qualitative Data,* (Amerika:Sage Publication 2014), p. 31.

[30]*Ibid,* p.35.

simultaneously means condensation data, data presentation, and concluding/verification as something which are intertwined is a cyclical process and interaction when previously, during, and after information assortment in equal building general insights called "analysis".

The researcher use three analytical activities in this research, such as data condensation, data display, and concluding/verification.

The following are data analysis techniques used by the researcher:

1) Data Condensation

Data condensation is not something separate from the analysis. Data condensation is characterized as the method involved with choosing, focusing on improvement, reflection, and change of emerging raw data from written records in the field. Data condensation activities are in progress constantly, especially during qualitatively oriented projects taking place or during data collection. Data condensation is a form of analysis that sharpens, classifies, directs, discards unnecessary, and organizes data in such a way that conclusions can finally be drawn and verified.

2) Data Display

Data display is the action to display the data in the form of a narrative. A display can be a drawn-out piece of message or chart. A few exercises in breaking down the information that the researcher in data display has done are;

    b. Observing the online learning courses

        In this step, the researcher noticed the teaching-learning process through online learning. By observing the researcher knew how the students' difficulties and causes in online learning on pronunciation mastery at Master English Course.

    c. Interviewing the instructor

        In this step, the researcher interviewed the instructor to get more information about the difficulties and causes in online learning courses on students' pronunciation mastery.

    d. Giving questionnaire

        In this part, the researcher gave the questionnaire to students. This step was conducted to know the difficulties in online learning courses on students' pronunciation mastery.

3) Draw a conclusion

The third analysis activity is drawing conclusions and verification. When data collection activities are completed, a subjective analyzer starts looking for the significance of things, taking note of normality, designs, clarifications, potential setups, causal pathways, and recommendations. Ends that are not clear at first will increase to more detailed. "Last" ends will arise contingent upon the size of the collections of field notes, their coding, storage, and retrieval methods used, the proficiency of researchers, and the demands of funders, but often those conclusions have been formulated beforehand from the start.[31]

Furthermore, in this step, the researcher concluded that there are three steps in reporting the result of qualitative research. The first is data condensation. It is to find out the key points of the research. Second, after getting the key points of the research, the researcher described it to be significant and all the more effective to comprehend. The last conclusion drawn in qualitative analysis is to take a conclusion from the start of data collection. The qualitative analyst is beginning to decide what things mean, nothing regularities, patterns explanations, possible configurations, casual flows, and prepositions. The researcher was taken all the conclusions and verified the data into well organized.

M. Systematic of the Writing

Systematic of the writing in this research compiled as follow :

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[31]Miles and Huberman, *Op.Cit*.p.35.

a. Chapter I Introduction

This chapter contains the background of the problem. Identification and limitation of the problem, formulation of the problem, objective of the research, the uses of the research, relevant study, research method, and systematic of the writing.

b. Chapter II Literature Review

This chapter contains theories about, difficulties, online learning, online course, and pronunciation.

c. Chapter III Description of the Research Object

This chapter contains the research object, the fact, and the presentation of the data display.

d. Chapter IV Finding and Discussion

This chapter contains an analysis of research data and research results.

e. Chapter V Conclusion and Suggestion

This chapter contains some conclusions from the research. Furthermore, suggestion

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CHAPTER V

CONCLUSION AND SUGGESTION

After collecting the information and analyzing the result of the research, the researcher drew conclusions and suggestions of the difficulties and causes of the causes of students' difficulties in online learning of the Master English Course.

A. Conclusion

Based on the data analysis, it tends to be presumed that:

1. The understudies' difficulties in online learning were the use of time. They felt difficulty managing their time during the online class and worried that they cannot maxim in the learning process. They lack interaction with one another and can not express themselves because less of practice in daily communication. They felt difficulties in their study because of not supporting environment, they felt difficult to focus on the tutor's explanation when online classes, they cannot catch what the tutor say because of unclear voice, and they cannot understand the materials because of the situation at home is so noisy and they felt difficult in internet access, sometimes get poor connection in an online class, so that effected students understanding the material.

2. The causes of students' difficulties in online learning students' pronunciation mastery can be concluded as; a lack of good instructor abilities in figuring out students' issues, lack of students' motivation in participating in learning, and inappropriate strategy used.

B. Suggestion

1. For the students

   The students should apply their skills in pronunciation in daily communication and conversation in their daily activities because it was a key to helping them practice speaking with good pronunciation. They should study hard about pronunciation because it would help them be confident to speak in the English language. And also they must be focused again on the learning process, and look for a comfortable place to study so that the students can focus when doing online learning classes if they can manage their time perfectly, they also can get what their goal in online learning. And the important one is not stop to practicing, every time, where ever and whenever.

2. For the Instructor

   To the instructor, keep trying to make a good way and appropriate strategy that make them interested do the online learning class and always give them motivation for learning pronunciation. Because the teacher's role it does not only to give some materials to students, but also how the way to present them, so the students can comfort when learning, how easy they understand the material, and how funny the class is when they do online learning class.

3. For the next researchers

   In the future, the researcher can conduct a study about the difficulties in online learning and the causes, adding a strategy or solution to how to solve the problem in online learning.

4. For Master English Course

   Keep motivating students and create a comfortable online class for them to enjoy the online class with pronunciation subjects every day, keep trying to speak with the right pronunciation, and ask them to practice in their daily activities. If they can apply it in their life, they can feel successful in the learning process. And also the researcher gives a suggestion: The founders must be more careful in supervising tutors during the learning process, tutors must be able to better control the material to be delivered, and must also be able to control the class well. So that students can follow their learning activities well and not feel difficult during when learning process. So that can achieve the learning objectives.
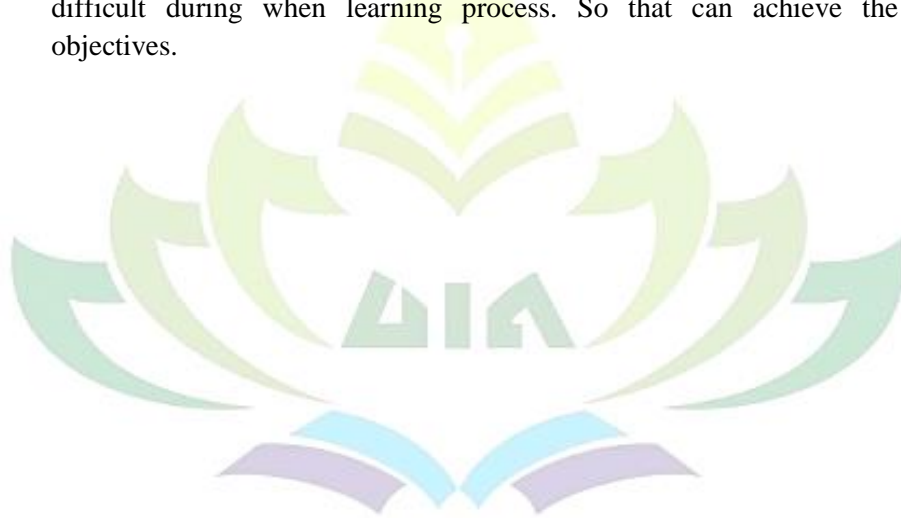
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