Students' Problems in Online Learning: What Happened to the Students in English Class During Pandemic Covid-19?

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Abstract. This research describes problems faced by students of ITB AAS Indonesia in the implementation of online learning during the pandemic Covid-19 in the academic year 2020/2021. This research uses qualitative research. The analysis results show that during online learning in English class, students' problems are: 1) concentration during learning. 2) feeling bored and lazy during learning. 3) slow or unstable internet network. 4) expensive internet quota prices. 5) technical problems with learning devices such as computers, laptops, or cellphones. 6) adaptation to digital technology such as video-conferencing applications. 7) the circumstances that are not conducive at home. 8 communicating and interacting with the lecturer and classmates. 9) managing work and study time. 10) accessing institutional e-learning or other learning applications. 11) understanding English learning materials. 12) doing the English assignments and homework given by the lecturer. 14) the total number of English assignments is too much. 13) having limited time for doing English assignments and homework. 14) the lecture schedule is not adjusted to the proper lecture schedule. 15) lecturers have a limited learning method during teaching online. 16) feeling worried and anxious about the English midterm exam and the final exam including the question type, number, or level of difficulty of questions and the implementation of online exams during online learning. 17) feeling worries and anxiety about the English final grade or score that will be obtained at the end of the semester. As teachers or lecturers, we have to find various solutions to overcome the problems.

Keywords: *learning, English class, online learning, pandemic Covid-19*

1. INTRODUCTION

The novel coronavirus has changed the world in a very short time (Singh, 2020). Margaret & Gillow-Wiles (2021) state that the field of education is equally impacted by the pandemic. The global effects of the coronavirus pandemic (COVID-19) on the higher education teaching and learning process in the world (Chan et al., 2021). In mitigating the effect of the COVID-19 pandemic, traditional forms of face-to-face learning were replaced with digital learning, online learning, and virtual learning (Sarkar, 2020). Therefore, higher education accommodates students through online learning during the global pandemic (Daniel, 2021). In response to the growing student demand for online access, universities and colleges are putting out significant effort to fulfill those needs (Song et al., 2004). Putra & Drajati (2021) state that when the COVID-19 epidemic initially broke out, it presented both difficulties and possibilities for both instructors and students alike. Online education was a new thing in many nations, such as Indonesia. Some local governments have decided to establish regulations that will force students to leave and begin using online learning techniques (online) or online. On Monday, March 16, 2020, this government policy went into force in many Indonesian provinces, and it was quickly followed by additional provinces. According to Mgutshini et al. (2021), Due to physical distance, online learning has been viewed as an essential access method for students during this pandemic. However, this is not true for some institutions in each region. This necessitates the use of learning devices such as cell phones, laptops, and desktop computers.

The online learning system (in the network) is a learning system that takes place online, utilizing the internet network, rather than face-to-face between teachers and students. Even

when students are at home, teachers must guarantee that teaching and learning activities continue (Fitria et al., 2022). Teachers must be able to create innovative learning media using online media as a solution (online). This is in response to Circular Letter No. 4 of 2020 from the Minister of Education and Culture of the Republic of Indonesia on the Implementation of Education Policies During the Emergency Period for the Spread of Corona Virus Disease (COVID-19).

Teachers can use groups on social media such as WhatsApp, Telegram, Instagram, Zoom apps, or other media as learning media to do learning together at the same time. As a result, the instructor can assure that pupils are studying at the same time, even if they are in separate locations. It is a learning method that does not require direct face-to-face contact between professors and students and instead takes place through the Internet. Even when students are at home, teachers must guarantee that teaching and learning activities continue. Teachers must be able to develop learning media as an innovation by employing online media as a solution (online). It is also supported by Murphy et al. (2013) that in the 21st century, technology has become an essential part of teaching and learning.

Ferreira & Serpa (2021) states that instruction given on a digital device that is designed to promote learning is referred to as online learning. But, there are some difficulties caused by online learning (Crawford, 2021). Every problem presents possibilities that must be recognized and exploited to their full potential. The current situation, which has arisen as a result of the COVID-19 epidemic, has presented both difficulties and possibilities in the field of education, particularly in the area of online learning. Their effects on education may be both good and bad, depending on how you look at it. There is a positive effect as well since the educational system has taken a new turn and developed in unimaginable ways as a result of this pandemic. Teachers may make the most of their time during online learning by using ICT-enabled devices to quiet students who are disrupting the class. COVID-19 has given instructors the chance to improve their skills and knowledge by enrolling in interdisciplinary courses offered online via the use of ICT. Besides, the negative impact is that all educational organizations/institutions have closed down, and exams have been postponed or delayed, although nothing has been completely halted (Kamaljeet, 2021).

There are several previous studies related to online learning. The 1st research is conducted by Irawan et al. (2020). The study reveals that after two weeks of online learning, pupils get bored. Too many tasks, which students find unproductive, affect students' attitudes. Because they must buy quotas to engage in online learning, low-income study subjects feel anxious, and too many assignments, which students find unproductive, affect their moods. The 2nd is conducted by Moawad (2020) that the closure of schools, universities, and other educational institutions throughout Saudi Arabia, as well as the continuance of social isolation against COVID-19. A conventional standard system has been replaced by a virtual and online framework. Students may experience extreme tension as a result of the educational system's abrupt and startling transformation. College of Education (King Saud University) students indicate that their ambiguity regarding the end-of-semester examinations and evaluations causes the most anxiety. The 3rd is conducted by Besser et al. (2020). When college students from Israel participated in an online questionnaire after switching to synchronous online learning during the COVID-19 pandemic, it was discovered that they had a high level of adaptation as well as substantial difficulties to overcome. Because of the necessity to adapt quickly to the upheavals and uncertainties brought about by the COVID-19 epidemic, students' learning and living circumstances were altered. The 4th research is conducted by Mahyoob (2020). The findings of the study indicate that the majority of EFL learners at Science and Arts College, Alula, Taibah University in Saudi Arabia are dissatisfied with their online learning experience because they were unable to make the expected progress in language learning performance when they switched to online learning in the second semester of 2020 as a result of the COVID-19 pandemic. The 5th research is conducted by (Dong et al., 2020). Online learning was seen negatively by Chinese parents, who favored conventional education in early childhood settings

over the newer forms of learning available online. They tended to be resistant to, if not outright hostile to, online learning for three main reasons: the limitations of online learning, the inability of young children to regulate their behavior, and a lack of time and professional expertise in the area of online learning assistance for children. Because of the difficulty created by the COVID-19 epidemic, they are suffering and are thus more resistant to online learning at home. According to the findings, the adoption of online learning during the pandemic has proven to be difficult for parents and their children. Chinese parents have neither the training nor the readiness to accept online education. The 6th research is conducted by (Xhelili et al., 2021), According to the results, Albanian students are not sufficiently acquainted with technology-based learning environments. Online learning must be introduced progressively into Albanian education, taking into consideration the individual peculiarities of pupils. It is the responsibility of educators to properly arrange the learning process, taking into consideration students' discontent with and problems with e-learning, as well as the general limits of this form of instruction. The 7th research is conducted by (Barrot et al., 2021). The results showed that the biggest difficulty Philippine students had was related to their learning environment at home, while the least difficult issue they faced was related to their technical literacy and competence. The COVID-19 pandemic had the greatest impact on the overall quality of the student's learning experiences and their mental health. Students utilized resource management and utilization, assistance-seeking, technical aptitude development, time management, and control of the learning environment most frequently, among other strategies.

The findings show that there are several obstacles and challenges to online learning. For example in the first research, online learning causes psychological factors. Besides, online learning affects students in various countries in the world. Such as stated in the 2nd research at the College of Education (King Saud University), in the 3rd research faced by Israel students, in the 4th research faced by EFL learners at Science and Arts College, Alula, Taibah University in Saudi Arabia, in the 4th research faced by Chinese students, in the 6th research faced by Albanian students, and in the 7th research faced by Philippine students. After of implementation of online learning, students and instructors still face problems with online learning environments (Niki & Panayiotis, 2006). In online learning during the Covid-19 pandemic, there are many obstacles faced by lecturers as educators and students (students). Learning that was originally face-to-face (offline), due to the pandemic, has changed with a lot of it being done online. Sit et al. (2005) state that online learning was deemed handy since it allows students to study at their speed and on their schedule. In their feedback, students said that online learning allowed them to take more responsibility for their learning and to learn more quickly and independently. Not all of my encounters were pleasant. The lack of opportunities for human contact, which was considered essential for building peer support and fostering in-depth group debate on the subject matter, was a significant impediment to online learning.

During the implementation of online learning especially in English classes, there are several students problems during appearing during pandemic Covid-19. ITB AAS Indonesia is one of most higher education in Indonesia that implements online learning during the pandemic Covid-19. It is been a year for 2 semesters since the academic year 2020/2021 and the even semester in the academic year 2020/2021, face-to-face learning has been transferred online into online learning. In its implementation, there are several problems arouse and faced by students of ITB AAS Indonesia. Therefore, this research will analyze the students' problems during the implementation of online learning during the pandemic Covid-19, especially in English classes.

Research Method

This study employs descriptive qualitative research methods. It takes the type of research that employs a technique or case study strategy (case study). This research focuses on a specific object and utilizes it as a case study. Qualitative research is carried out to learn more about, explain, or describe a phenomenon. (Bellini & Rumrill, 2009). In this research, the researcher focuses on the phenomenon of online learning during the pandemic to find the problems that

happened with the implementation of online learning in ITB AAS Indonesia since the academic year 2020/2021 both in odd or even semesters.

This research uses a questionnaire to collect methods. A questionnaire may be used to collect a wide range of data concerning an individual or an organization related to the research (Remenyi, 2012). This research uses close-ended questions. According to Profetto-McGrath et al. (2010), Closed-ended questions (also known as fixed-alternative questions) have response options that are predetermined by the researcher. This research uses an online questionnaire through Google Forms. There are 20 statements related to the research. The respondents can choose several options such as strongly agree, agree, disagree, and strongly agree. The subject of the research is 302 students of ITB AAS Indonesia from various semesters and program studies.

This research uses steps for the analysis of data. Data analysis techniques used in this study are data reduction, data display, and conclusion drawing/verification data (Tashakkori et al., 2003). Reducing data means summarizing, choosing things' main points, focusing on the important things, throw away the unnecessary. Then displaying the data in the form of a short description such as a table, figure, or chart. The last is concluding descriptively.

Findings and Discussion
Findings

The objective of this research is to know the students' problems during the implementation of online learning during the pandemic Covid-19, especially in English subjects. The questionnaire result shows several findings in the table below:

Table 1. Student Problems during Online Learning during the COVID-19 Pandemic

No	Statements	Indicator			
		Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
1.	Having difficulty concentrating during online learning	79 (24.1 %)	185 (56.4 %)	62 (18.9 %)	2 (0.6 %)
2.	The emergence of boredom or boredom during online learning	95 (29 %)	182 (55.5 %)	47 (14.3 %)	4 (1.2 %)
3.	Having slow or unstable internet network problems	145 (44.2 %)	152 (46.3 %)	31 (9.5 %)	0 (0 %)
4.	Having problems with expensive internet quota prices	148 (45.1 %)	140 (42.7 %)	39 (11.9 %)	0 (0 %)
5.	Technical problems on learning devices such as computers, laptops, or cellphones	94 (28.7 %)	167 (50.9 %)	66 (20.1 %)	0 (0 %)
6.	Having difficulty in adapting to digital technology as a learning medium, such as video-conferencing applications during online learning	37 (11.3 %)	143 (43.6 %)	137 (41.8 %)	11 (3.4 %)
7.	Circumstances that are not conducive at home during online learning	76 (23.2 %)	165 (50.3 %)	82 (25 %)	5 (1.5 %)
8.	Lack of support from parents or family during online learning at home	19 (5.8 %)	85 (25.9 %)	197 (60.1 %)	27 (8.2 %)
9.	Difficulty in communicating and interacting with lecturers during online learning	76 (23.2 %)	183 (55.8 %)	65 (19.8 %)	4 (1.2 %)
10.	Difficulty in communicating and interacting with classmates during online learning	74 (22.6 %)	170 (51.8 %)	80 (24.4 %)	4 (1.2 %)
11.	Difficulty managing work and study time during online learning	64 (19.5 %)	119 (36.3 %)	137 (41.8 %)	8 (2.4 %)
12.	Difficulty accessing institutional e-learning or other learning applications	44 (13.4 %)	149 (45.4 %)	128 (39 %)	7 (2.1 %)

	during online learning				
13.	Difficulty in understanding learning materials during online learning	108 (32.9 %)	174 (53 %)	44 (13.4 %)	2 (0.6 %)
14.	Difficulty doing the tasks given by the lecturer during online learning	69 (21 %)	172 (52.4 %)	86 (26.2 %)	1 (0.3 %)
15.	The number of assignments from lecturers during online learning	70 (21.3 %)	140 (42.7 %)	114 (34.8 %)	4 (1.2 %)
16.	Limited time for doing assignments from lecturers during online learning	72 (22 %)	149 (45.4 %)	102 (31.1 %)	5 (1.5 %)
17.	Lecture schedule that is not adjusted to the proper lecture schedule	42 (12.8 %)	111 (33.8 %)	160 (48.8 %)	15 (4.6 %)
18.	Limitations of learning methods used by lecturers during online learning	49 (14.9 %)	197 (60.1 %)	78 (23.8 %)	4 (1.2 %)
19.	The emergence of concerns and anxiety about the midterm exam (UTS) or the final exam (UAS) for example the type, number, or level of difficulty of questions and the implementation of online exams during online learning	143 (43.6 %)	159 (48.5 %)	25 (7.6 %)	1 (0.3 %)
20.	The emergence of worries and anxiety about the final grade that will be obtained at the end of the semester during online learning	167 (50.9 %)	150 (45.7 %)	10 (3 %)	1 (0.3 %)

Based on the table above shows that there are several problems faced by students during online learning during the pandemic Covid-19. These data were taken from the questionnaire result shared with the students in an online form using Google Forms. In the 1st statement "Having difficulty concentrating during online learning". There are 79 students (24.1 %) who state "strongly agree", 185 students (56.4 %) states "agree", 62 students (18.9 %) state "disagree", and 2 students (0.6 %) state "strongly disagree". It shows that most of the students (56.4 %) agree that they have difficulty concentrating during online learning. In the 2nd statement "The emergence of boredom or boredom during online learning". These 95 students (29 %) stated "strongly agree", 182 students (55.5 %) stated "agree", 47 students (14.3 %) stated "disagree", and 4 students (1.2 %) stated, "strongly disagree". It shows that most of the students (55.5 %) agree that they feel bored during online learning.

In the 3rd statement "Having slow or unstable internet network problems". There are 145 students (44.2 %) who state "strongly agree", 152 students (46.3 %) who state "agree", 31 students (9.5 %) who state "disagree", and no student who states "strongly disagree". It shows that most of the students (46.3 %) agree that they have slow or unstable internet network problems during online learning. In the 4th statement "Having problem of expensive internet quota prices". There are 148 students (45.1 %) who state "strongly agree", 140 students (42.7 %) stated "agree", 39 students (11.9 %) stated "disagree", and no student stated "strongly disagree". It shows that most of the students (45.1 %) strongly agree that they have a problem with expensive internet quota prices. In the 5th statement "Having technical problems on learning devices such as computers, laptops or cellphones". There are 94 students (28.7 %) who state "strongly agree", 167 students (50.9 %) stated "agree", 66 students (20.1 %) stated "disagree", and no student stated "strongly disagree". It shows that most of the students (50.9 %) strongly agree that they have technical problems with learning devices such as computers, laptops, or cell phones.

In the 6th statement "Having difficulty in adapting to digital technology as a learning medium, such as video-conferencing applications during online learning". There are 37 students (11.3 %) who state "strongly agree", 143 students (43.6 %) stated "agree", 66 students (20.1 %) stated "disagree", and no student stated "strongly disagree". It shows that most of the students (43.6 %) agree that they have problem difficulty adapting to digital technology as a learning medium, such as video-conferencing applications during online learning. In the 7th statement

"Circumstances that are not conducive at home during online learning". These 76 students (23.2 %) stated "strongly agree", 165 students (50.3 %) stated "agree", 197 students (60.1 %) stated "disagree", and 5 students (1.5 %) stated, "strongly disagree". It shows that most of the students (60.1 %) agree that their circumstances that are not conducive at home during online learning. In the 8th statement "Lack of support from parents or family during online learning at home". There are 19 students (5.8 %) who state "strongly agree", 85 students (25.9 %) who state "agree", 197 students (60.1 %) state "disagree", and 27 students (8.2 %) state "strongly disagree". It shows that most of the students (60.1 %) disagree that they lack support from parents or family during online learning at home.

In the 9th statement "Having difficulty in communicating and interacting with lecturers during online learning". These 76 students (23.2 %) stated "strongly agree", 183 students (55.8 %) stated "agree", 65 students (19.8 %) stated "disagree", and 4 students (1.2 %) stated, "strongly disagree". It shows that most of the students (55.8 %) agree that they have difficulty communicating and interacting with lecturers during online learning. In the 10th statement "Having difficulty in communicating and interacting with classmates during online learning". There are 74 students (22.6 %) who state "strongly agree", 170 students (51.8 %) state "agree", 80 students (24.4 %) who state "disagree", and 4 students (1.2 %) who state "strongly disagree". It shows that most of the students (51.8 %) agree that they have difficulty communicating and interacting with classmates during online learning. In the 11th statement "Having difficulty managing work and study time during online learning". There are 64 students (19.5 %) who state "strongly agree", 119 students (36.3 %) states "agree", 137 students (41.8 %) state "disagree", and 8 students (2.4 %) state "strongly disagree". It shows that most students (41.8 %) agree that they have difficulty managing work and study time during online learning.

In the 12th statement "Having difficulty accessing institutional e-learning or other learning applications during online learning". There are 44 students (13.4 %) who state "strongly agree", 149 students (45.4 %) who state "agree", 128 students (39 %) who state "disagree", and 7 students (2.1 %) who state "strongly disagree". It shows that most of the students (45.4 %) agree that they have difficulty accessing institutional e-learning or other learning applications during online learning. In the 13th statement "Having difficulty in understanding learning materials during online learning". There are 108 students (32.9 %) who state "strongly agree", 174 students (53 %) who state "agree", 44 students (13.4 %) who state "disagree", and 2 students (0.6 %) who state "strongly disagree". It shows that most of the students (53 %) agree that they have difficulty understanding learning materials during online learning. In the 14th statement "Having difficulty doing the tasks given by the lecturer during online learning". There are 69 students (21 %) who state "strongly agree", 175 students (52.4 %) states "agree", 86 students (26.2 %) state "disagree", and 1 student (0.3 %) state "strongly disagree". It shows that most of the students (52.4 %) agree that they have difficulty doing the tasks given by the lecturer during online learning. In the 15th statement "The number of assignments from lecturers during online learning". There are 70 students (21.3 %) who state "strongly agree", 140 students (42.7 %) states "agree", 114 students (34.8 %) state "disagree", and 4 students (1.2 %) state "strongly disagree". It shows that most of the students (42.7 %) agree that the number of assignments from lecturers during online learning".

In the 16th statement "Having limited time for doing assignments from lecturers during online learning". These 72 students (22 %) stated "strongly agree", 149 students (45.4 %) stated "agree", 102 students (31.1 %) stated "disagree", and 5 students (1.5 %) stated, "strongly disagree". It shows that most of the students (45.4 %) agree that they have limited time for doing assignments from lecturers during online learning. In the 17th statement, "The lecture schedule is not adjusted to the proper lecture schedule ". There are 42 students (12.8 %) who state "strongly agree", 111 students (33.8 %) who state "agree", 160 students (48.8 %) state "disagree", and 15 students (4.6 %) state "strongly disagree". It shows that most of the students (48.8 %) disagree that the lecture schedule is not adjusted to the proper lecture schedule. In the 18th statement "Having a limited learning method used by lecturers during online learning".

There are 49 students (14.9 %) who state "strongly agree", 197 students (60.1 %) states "agree", 78 students (23.8 %) state "disagree", and 4 students (1.2 %) state "strongly disagree". It shows that most of the students (60.1 %) agree that they limited the learning methods used by lecturers during online learning.

the 19th statement, "The emergence of worries and anxiety about the midterm exam (UTS) or the final exam (UAS), such as the type, number, or level of difficulty of questions, and the implementation of online exams during online learning," the type, number, or level of difficulty of questions are mentioned. There are 143 students (43.6 %) state "strongly agree", 159 students (48.5 %) states "agree", 25 students (7.6 %) state "disagree", and 1 student (0.3 %) states "strongly disagree". It shows that most of the students (48.5 %) agree that they have worries and anxiety about the midterm exam (UTS) or the final exam (UAS) for example the type, number, or level of difficulty of questions and the implementation of online exams during online learning. In the 20th statement "The emergence of worries and anxiety about the final grade or score that will be obtained at the end of the semester during online learning". There are 167 students (50.9 %) who state "strongly agree", 150 students (45.7 %) who state "agree", 10 students (3 %) state "disagree", and 1 student (0.3 %) state "strongly disagree". It shows that most of the students (50.9 %) agree that the emergence of worries and anxiety about the final grade or score will be obtained at the end of the semester during online learning.

Discussion

During the pandemic that was caused by Covid-19, ITB AAS Indonesia was one of the higher education institutions in Indonesia to use online learning. Since the academic year 2020/2021 and the even semester in the academic year 2020/2021, face-to-face learning has been shifted online into online learning. This change has been in effect for a year and 2 semesters. The institution's educational system was given a fresh look by the introduction of online learning during the Covid-19 epidemic. E-learning at ITB AAS Indonesia is being further developed through this research, which is a continuation of that development.

Fitria (2020) revealed that the assistance provided by several Indonesian universities in the online learning system could be classified into three categories. There were 66 respondents, or 83.5 percent, who answered yes, 8 respondents, or 10.1 percent, who said no, and 3 respondents, or 6.5 percent, who answered with any other response. Meanwhile, the view of English lecturers on the implementation of an online learning system was divided into two categories: favorable and negative answers, respectively. The majority of respondents (77 out of 77, or 97.5 percent) agreed to use the online learning system, with just two respondents (2.5 percent) disagreeing. Fitria (2020a) continues her research and states that the lecturers at ITB AAS Indonesia employed several e-learning platforms and applications in the course of their teaching and learning activities. E-learning platforms come in a wide variety of formats, the most common of which being web-based learning (also referred to as Web-based Learning) and mobile-based learning (also referred to as Mobile-based Learning). In 2021, Fitria (2021) also points out that ITB AAS Indonesia started using e-learning to complement face-to-face classrooms in the academic year 2020/2021 by using Learning Management System (LMS) platform which can be accessed via the website https://elearning.itbaas.ac.id/ as an e-learning platform. Based on the application of this e-learning (web-based), many menus may be discovered, including "Home, Message, Teaching Schedule, Material, Task, My Comment, Lecturer's Filter, Student's Filter, Video Conference, and Logout." Other menus include "Logout" and "Login".

Continuing previous research, the research wants to know the student's difficulties related to online Learning in ITB AAS Indonesia. During the implementation of online learning especially in English classes, several students problem appears during the pandemic Covid-19 in the academic year 2020/2021. They are: 1) most of the students (56.4 %) agree that they have difficulty concentrating during online learning. 2) most students (55.5 %) agree that they feel bored during online learning. 3) most of the students (46.3 %) agree that they have slow or unstable internet network problems during online learning. 4) most of the students (45.1 %)

strongly agree that they have the problem of expensive internet quota prices. 5) most of the students (50.9 %) strongly agree that they have a technical problem with learning devices such as computers, laptops, or cell phones. 6) most students (43.6 %) agree that they have problem difficulty adapting to digital technology as a learning medium, such as video-conferencing applications during online learning. 7) most students (60.1 %) agree that their circumstances are not conducive at home during online learning. 8) most of the students (60.1 %) disagree that they lack support from parents or family during online learning at home. 9) most of the students (55.8 %) agree that they have difficulty communicating and interacting with lecturers during online learning. 10) most of the students (51.8 %) agree that they have difficulty communicating and interacting with classmates during online learning. 11) most students (41.8 %) agree that they have difficulty managing work and study time during online learning. 12) most students (45.4 %) agree that they have difficulty accessing institutional e-learning or other learning applications during online learning. 13) most of the students (53 %) agree that they have difficulty understanding learning materials during online learning. 14) most students (52.4 %) agree that they have difficulty in doing the tasks given by the lecturer during online learning. 15) most of the students (42.7 %) agree that the number of assignments from lecturers during online learning". 16) most of the students (45.4 %) agree that they have limited time for doing assignments from lecturers during online learning. 17) most of the students (48.8 %) disagree that the lecture schedule is not adjusted to the proper lecture schedule. 18) most of the students (60.1 %) agree that they limited the learning methods used by lecturers during online learning. 19) most of the students (48.5 %) agree that they have worries and anxiety about the midterm exam (UTS) or the final exam (UAS) for example the type, number, or level of difficulty of questions and the implementation of online exams during online learning. 20) most students (50.9 %) agree that the emergence of worries and anxiety about the final grade or score will be obtained at the end of the semester during online learning.

In the implementation of online learning, there are several common problems in online learning which can be concluded, they are as follow:

a. Psychological factors.

Online learning has an impact on the psychology of students which should reduce social interaction, and effectiveness in learning also is reduced. Not only student psychology social distance but also learning to dare to be a burden to students because they have to use a cell phone or too many computers, not even rarely students become stressed because of the application such a bold system. Besides that, online learning cause students anxiety. Students may feel anxious when facing exams on subjects that are considered difficult by students. With online learning, students often be anxious. Anxiety is a state of understanding or a state of worry that complains that bad is about to happen. Because online lectures are more work compared to teaching courses and also taking online lectures can get a bad score. Students feel anxious because they have to adapt this online lecture to previous applications ever worn. They feel anxious because with this online lecture, there is more task compared to eye teaching college, and also with this online learning can they get a GPA with good. Many factors affect performance learning which as the goal to be achieved, influencing the situation, the readiness of students to learn, interest and concentration students in learning, time, and readiness learning, because the many factors are influential in the educational process. Factor psychology also affects learning motivation and one's learning achievement. Some factors are student intelligence, interests, attitudes, talent, and confidence.

b. Slow Internet Network.

A poor internet network is one of the major issues that many students and students experience. Because Zoom Meeting, Google Meet, Webex, Skype, and other apps are used to join video conferences, online learning need a reasonably good internet connection. These video

conferencing apps demand a robust internet connection to ensure that the learning process is not hampered by a video that abruptly stops or has inconsistent sound.

c. Expensive Internet Quota Prices.

The next problem and impediment to online learning is the price of internet access, which is too expensive for most students. This is especially true for those who live in rural locations or outside of Java. Furthermore, these costly internet subscriptions are frequently limited to a specific amount of capacity, which is insufficient for students to have video conferences with their professors. The required quota for video conferencing is very enormous. In the meantime, the average price of internet packages from suppliers in Indonesia is quite high, particularly when compared to the average income of the community. In addition, the internet bundle can only be used by a single individual on a single device, not the entire family.

d. Number of Disturbances at Home.

The primary distinction between studying at school or college and studying at home is the degree of distraction that students face. When students study in a classroom, the setting has been designed to aid in the learning process and ensure that it goes smoothly. This is distinct from the teaching and learning that takes place at home. Not all students have the same learning environment at home to help them. Many students may not have access to a study area that is quiet, well-lit, and comfortable. Furthermore, activities in the family environment can generate significant diversions for students. These distractions come in various forms, including auditory distractions, visual distractions, and a variety of others that lead students to lose concentration on their studies.

e. Teachers and students are still not masters at using digital technology well.

Learners are expected to be independent in using technology to help the learning process. That fact impacts the learning environment teaching because students are more equipped with technology. People have only previously encountered the face-to-face learning process. Due to the rarity of online learning in Indonesia, many parties will be required to rapidly adopt digital technology when face-to-face learning is replaced by online learning. Hardware, software, and applications are all examples of digital technology that must be understood. Many parties, from teachers to students, do not comprehend how to use specific elements of the program, resulting in poor learning outcomes.

f. Difficult to be interactive and communicative.

Although this does not always occur, the online teaching and learning process typically results in the learning process not being participatory. Many students are perplexed by the content yet find it difficult to approach the teacher for clarification. Teachers who just present content in one way and do not enable students to ask questions might also contribute to this. Furthermore, in certain situations, professors do not have video conferences and instead offer students with textual materials and video explanations. This makes it harder for students to comprehend and ask questions about specific content. As a result, the teaching and learning process for students becomes unproductive.

Conclusion

There are several problems faced by the students of ITB AAS Indonesia during the English Class in the pandemic era, such as: concentrating during online learning, feeling boredom during online learning, slow or unstable internet network problems, the problem of expensive internet quota prices, technical problems on learning devices such as computers, laptops or cellphones, adapting to digital technology as a learning medium, such as video-conferencing applications during online learning, circumstances that are not conducive at home during online learning, lack of support from parents or family during online learning at home,

communicating and interacting with lecturers during online learning, communicating and interacting with classmates during online learning, managing work and study time during online learning, accessing institutional e-learning or other learning applications during online learning, understanding learning materials during online learning, doing the tasks given by the lecturer during online learning, the number of assignments from lecturers during online learning, limited time for doing assignments from lecturers during online learning, lecture schedule that is not adjusted to the proper lecture schedule, limitations of learning methods used by lecturers during online learning, the emergence of concerns and anxiety about the midterm exam (UTS) or the final exam (UAS) and their final grade that will be obtained at the end of the semester.

As teachers, we have to come up with different ways to get around the problems. There are two other options: (1) a place close to home that is hard to reach by the internet network, and (2) moving temporarily to a place that is covered by the internet network. If the minimum amount of internet time is used up, students who have WIFI at home can join up with up to three other students and follow the health rules. (2) Give students a variety of ways to learn online so they don't get bored. (3) Efforts are made to use different engaging online sources. (4) When online media that can be used in real life, like Zoom talks, Google Meet, YouTube, and others, are used, the student's character and behavior are mostly watched. (5) The information that will be taught in class should be given to the students the day before so they can read it. When the teacher describes the topic, the students who are good at it can understand it better, and if they still don't, they can ask. There is a set amount of time to turn in and mark assignments. (6) It's not too late to turn in tasks. When the work is turned in, it is quickly graded or corrected, and the students are told the findings right away. (7) Live will be able to learn about the subject matter almost as well as it could be, thanks to the wide range and dominance of online media. (8) Using a wide range of online media will make it possible to keep an eye on how students behave during the testing tasks. The trick is to use online media that has a camera so that honesty can be closely watched. It would be better if students' parents or guardians could help keep an eye on them at home while they were learning and being tested.

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