

## Analyzing Students' Obstacles of Online Learning for UIB English Class

<sup>1</sup>Leil Badrah Zaki and <sup>2</sup>Destrin

<sup>1,2</sup>English Education Study Program, Faculty of Education  
Universitas Internasional Batam

Corresponding author, e-mail: [leil@uib.ac.id](mailto:leil@uib.ac.id), [mokdestrin@hotmail.com](mailto:mokdestrin@hotmail.com)

Received on Sept, 24<sup>th</sup>, Revised on Oct, 28<sup>th</sup>, Published on Dec, 30<sup>th</sup> 2021

### ABSTRACT

Online learning is used because of the Covid-19 virus outbreak and the lecturers and students must use online platform to teach the students. As for the learning, online platforms may have some benefits and problems either for students and lecturers. UIB have implemented the online learning by using Microsoft Teams and Moodle. This research are sought to find what are the students obstacles with online learning in UIB. The subjects of this research are 335 UIB students from 1st semester English class 1 students batch 2020/2021. This research used quantitative approach which of collecting data that yield results such as words or pictures. The data collection used questionnaire that spreaded to 335 UIB students from all major via social media: Whatsapp, Line, etc. This research has 6 lists of obstacles from various researchers which are: Lack of interest, Lack of motivation, Lack of digital devices, Lack of competence in using technology, Role of motivation, and English curriculum. The list of obstacles will be explained in this research to find the similarly comparison from the various researchers with this research. The result of the research could become a suggestion from the students' view for the UIB in conducting the online learning. The suggestions for UIB are repair the LMS server so that the students can submit or download the learning materials without any problem. Then, maybe for the LMS application can add some new features such as notification for the assignment deadline; sort and separate the list of learning materials and assignment from all major so the students can find the learning materials and their assignment easily. Also, increase the file capacity for submitting assignment, material file or video assignment will make the students easier to submit their assignment without have to redo the work to adjust the size of file to submit it on LMS.

**Keywords:** Online Learning, Learning Obstacles, Microsoft Teams, LMS

### ABSTRAK

Pembelajaran online digunakan karena adanya wabah virus Covid-19, dosen dan mahasiswa harus menggunakan platform online untuk mengajar mahasiswa. Sedangkan untuk pembelajaran, platform online memiliki beberapa manfaat dan masalah baik bagi mahasiswa maupun dosen. UIB telah mengimplementasikan pembelajaran online dengan menggunakan Microsoft Teams dan Moodle. Penelitian ini bertujuan untuk mengetahui apa saja kendala mahasiswa dalam pembelajaran online di UIB. Subyek penelitian ini adalah 335 mahasiswa UIB dari mahasiswa kelas 1 Bahasa Inggris semester 1 angkatan 2020/2021. Penelitian ini menggunakan pendekatan kuantitatif yaitu pengumpulan data yang menghasilkan hasil berupa kata-kata atau gambar. Pengumpulan data menggunakan angket yang disebarakan kepada 335 mahasiswa UIB dari semua jurusan melalui media sosial: Whatsapp, Line, dll. Penelitian ini memiliki 6 daftar kendala dari berbagai peneliti yaitu: Kurang minat, Kurang motivasi, Kurangnya perangkat digital, Kurangnya kompetensi dalam menggunakan teknologi, Peran motivasi, dan kurikulum bahasa Inggris. Daftar kendala akan dijelaskan dalam penelitian ini untuk menemukan kesamaan perbandingan dari berbagai peneliti dengan penelitian ini. Hasil penelitian ini dapat menjadi masukan bagi pandangan mahasiswa bagi UIB dalam melaksanakan pembelajaran online. Saran bagi UIB adalah memperbaiki server LMS agar mahasiswa dapat mengirimkan atau mendownload materi pembelajaran tanpa kendala. Kemudian, mungkin untuk aplikasi LMS dapat menambahkan beberapa fitur baru seperti pemberitahuan batas waktu penugasan; memilah dan memisahkan daftar materi pembelajaran dan tugas dari semua jurusan sehingga siswa dapat dengan mudah menemukan materi pembelajaran dan tugasnya. Selain itu, peningkatan kapasitas file untuk pengiriman tugas, file materi atau tugas video akan membuat siswa lebih mudah untuk menyerahkan tugas mereka tanpa harus mengulang pekerjaan untuk menyesuaikan ukuran file untuk mengirimkannya di LMS.

**Kata kunci:** Pembelajaran Online, Hambatan Pembelajaran, Microsoft Teams, LMS

## INTRODUCTION

In Indonesia, the number of universities from all cities is around 4.504 of universities. Which 3.136 are private universities and 122 are state universities (Pendidikan, 2017). University is a step of the students to grow and able to not only face each lesson that the level is higher than in high school class lessons but also challenge to outcome with others that have superior competencies in order to be able to compete in the global era (Wahyuni, Gusti Made Sanjaya, Erman, & Jatmiko, 2019). In university, the students develop their skills to understand the use of media, information, technology, and communication. Moreover, the university students also build their critical thinking, problem-solving skills, creativity, innovation, collaboration, and communication development in learning (Wahyuni et al., 2019). The level of universities more difficult than the level in high school in building the students' critical thinking, problem-solving skills, creativity, innovation, etc. because those soft skills are really needed in the work field after they're graduate from university.

In Indonesia, universities mostly used the conventional teaching method in the class, where the lecturers share and explain the materials in front of the class and the students listen to the lecturers. Moreover, most of the students only listen and don't have interaction with lecturers in the class, the students become passive in the classroom. Based on Jerry Chih-Yuan Sun & Yu-Ting, (2016) cite the Swan, (2003) that in conventional, lecturers are dominant to take control of the class and focus on sharing the material for the students, moreover the students didn't have any interaction with the lecturers in the class. The result of the disadvantage of using the conventional teaching method is the lack of interaction between lecturers and students in the class. Therefore, the conventional teaching method can more work if the universities also use online learning in the class to increase the interaction between lecturers and students. One example of a disaster virus Covid-19 spread makes the conventional teaching method can't be used for the time being, because of that the university need to use technology for teaching.

Utilizing technology in education is important to support current development. Most universities in Batam including Batam International University (UIB) have applied technology into the curriculum using the blended learning method. Blended learning is conventional teaching combined with the help of E-learning (Bonk & Graham, 2006). Blended learning also can be used for teaching and learning when the universities are closed (Pape, 2010). Batam International University (UIB) has implemented in using blended learning since 2016, whereas the students not only learn from the classroom but also via online learning.

Nowadays, the Covid-19 virus pandemic in the world has caused many problems, such as economic, social, work, and even education problems. The effect of the Covid-19 virus is that we must quarantine at home for two weeks or more and for students who are in college must also study at home. In Indonesia, the government announced that regulation about the teaching and learning process will be off about two weeks or more than two weeks depending on the current situation and the lecturers and students must use online platforms to teach the students. Therefore, universities have provided online learning facilities for lecturers and students so that students and lecturers can continue to interact even though they are not face-to-face directly at school so students and lecturers remain active in the teaching and learning process. In addition, another problem is that there are no desks, books, Internet connection, no laptops at home, or students who support adoptive parents. For those who expand opportunities and cause the crisis to have a greater negative impact on the learning of poor children.

Due to the Covid-19 virus outbreak, the UIB has implemented online learning by using Microsoft Teams and Moodle. In learning, using online technology and the university online teaching using the Microsoft Teams and Moodle so that lecturers and students can interact with each other and do the face-to-face online in Microsoft Teams and the lecturers can explain the material to be taught to students in the meeting. Moodle is also used by the lecturers when the

lecturers want to share the material, give the quizzes or exam in Moodle, besides if the students finish writing the question that given by the lecturers, then the students can answer it and submit the answer through Moodle for the lecturers received the attachment of the answer that has been submitted by the students and give grades for the submission of the assignment or quizzes. The education system of UIB also has changed during the Covid-19, the orientation that has to be held in the UIB need to be canceled and the orientation students must be using an online application to get through the university orientation, also the lecturers need to change the syllabus that already been made and changed into the new one to adjust the university policy using Moodle for teaching, also the practical activities had canceled because of the Covid-19 all the students can't do their practical activities based on their subject.

Universitas Internasional Batam (UIB) as one of the top universities in Batam has the vision to become a university with international quality standards and to train graduates who can adapt to global dynamics, science, technology, and art. UIB also determines the standard of graduate that the students must pass the TOEIC test minimum score 605 as the condition for student graduation if the students can pass the TOEIC score they also can move to thesis examination conference. In UIB, English language education (ELE) is one of the new majors that use TOEFL besides TOEIC as the term for thesis examination. The students of ELE should pass the TOEFL minimum score of 500 to pass the thesis examination conference.

In this digital era, students already have been provided with many technologies they used to explore what they want to know or search about the world. As for the learning used online platforms have benefits and problems either for students or lecturers. The benefits are the students and lecturers still have interaction with each other and the teacher still can teach the students via online platforms. Therefore, the students still can effectively learn the lesson via online platforms. The problem is the connection while in the learning process is unstable and it makes the student cannot hear all the explanations well, the lecturers also feel hard to make the students understand the material because of the unstable connection, because of the unstable connection many students can automatically disconnect from the online platform that makes the students have to join again even though only get cut for a minute but because of the limited time, it makes the learning process not efficient.

There are many obstacles that the students through while using Moodle and Microsoft Teams. The obstacles in using Microsoft Teams online platform the connection got cut in the middle of lecturer's explanation then the lecturers have to repeat about the explanation that has been cut moreover it's really bothering for both of the lecturers and students because of that the students not fully understand the lesson. Besides the lack of connection, there is also a lack of motivation in learning in an online class because they have not used any digital devices in learning English on online learning. The other obstacle in using Moodle as sharing material is the website error while the students are in the middle of submitting the assignment or quiz.

## METHODOLOGY

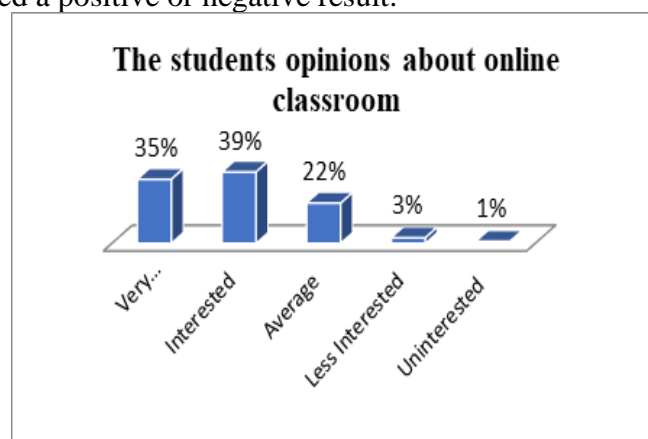
This research uses a quantitative approach/research design to explain the obstacles faced by students in using online applications. According to in (Creswell, n.d.) Book, quantitative methods include more information about examining the statistical significance of results. Quantitative method approach/research according to (Karsen, 1938) Book are ways of collecting data that yield results such as words or pictures. Also, quantitative methods offer less depth but more breadth because they typically focus on a much larger number of cases. The writer has conducted this quantitative approach/research design to know the obstacles that students' been through while using the online application in the learning process. Each question that the writer made for the questionnaire to be spread to students' will be explained one by one.

The research participants will be the students from all major in Batam International University English 1 subject with a total sample of 335 students from 956 of student's population and this research will be conducted in Batam International University. The research participants are the students from the entire major that are still in the 1st semester. The questionnaire will be spread online to the students via social media: Whatsapp, Line, etc. Because of the Covid-19, the data will be gathered from the research participants online as the communication tools. There are 6 obstacles that students faced divided into two contents which are in ICT and classroom. The obstacles in the ICT class were taken from (Emaliana, 2017) which has 1 obstacle, and (Bucur & Popa, 2017) have 4 obstacles. Meanwhile, the obstacle in the classroom (Khan & Khan, 2016) has 2 obstacles. In quantitative data there are a few steps in arranging and collecting the data from the research participants, there are steps; 1) Make the questionnaire about the obstacles faced by students; 2) After the questionnaire is done then validate the questionnaire, 3) After validating the questionnaire, spread the questionnaire to the students. 4) Collect the data and classify the data after collecting it and 5) Write the report about the finding.

## FINDING AND DISCUSSION

### a. Lack of interest

This section sought to find out about the student's interest in class while online learning. Data was collected using a questionnaire and summarized into suitable criteria. Moreover, the percentages on the statements were used to find which interest of students in learning English has received a positive or negative result.

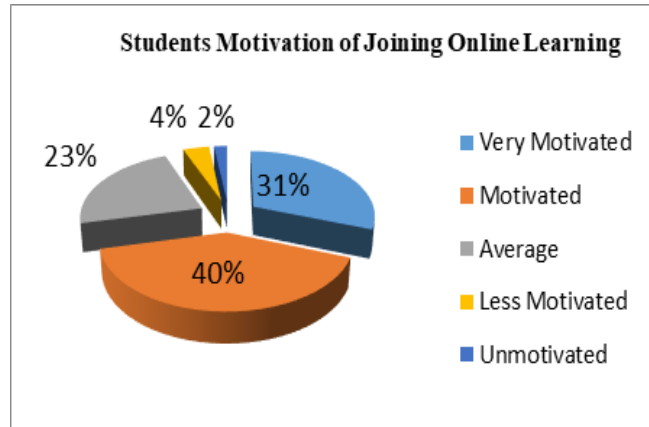


Graph 1. The Students Opinion about online Classroom

Based on the bar above the student's opinion about the online classroom, the student's interest in learning English from all majors was quite high which the students answer the question with Likert scale questions with the options from uninterested to very interested. The students that choose interested were the dominant answers for the average total from 7 questions and 8 majors that combine which the result was 39% then following with the result of very interested was 35% with 4% difference from the column. Furthermore, the bar above it shows positive results about the students interested in learning English.

### b. Lack of Motivation

This section sought to know what makes the students motivated in online learning. Data was collected using a questionnaire and summarized into one suitable section. Furthermore, the percentages on the statements were used to find which motivation of students in learning English has received a positive or negative result.



Graph 2. Students Motivation of Joining Online Learning

Based on the pie chart above, it showed that the students motivate in learning English in an online class. The students who choose motivated result are 41% as the highest result, then the students choose very motivated the result are 31% as the second highest result for lack of motivation section.

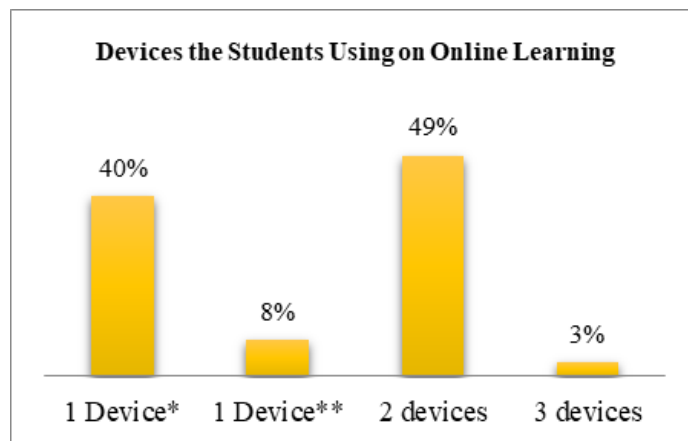
**c. Lack of Digital Devices**

This section sought to find out about what makes the students learning distracted in online class. Data are collected using a questionnaire and shows the result in the table below.

Tabel 1. Result from Questionnaire

Question	Statement	Strongly disagree	disagree	neutral	agree	strongly agree
15	My internet connection stable while online learning/ Jaringan internet Saya stabil ketika pembelajaran online	3%	16%	38%	34%	8%
	Mean	3%	16%	38%	34%	8%

Based on the table above most of the students are choose neutral for the statement “my internet connection stable while online learning” because not all of the students have a bad connection in their house. In addition, 34% of students agree about the statement.

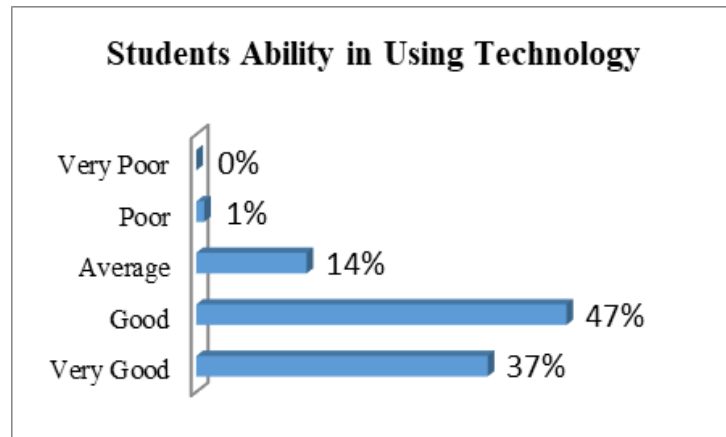


Graph 3. Devices the Students Using on Online Learning

From the column above, the students who use 1 device have 40% which device is either laptop or computer. Moreover, the highest result of the most students choose are 2 devices which 49% students.

**d. Lack of Competence in Using Technology**

This section sought to find out how the students understand the use of technology in online classes. Data are collected using a questionnaire and shows the result in the table below.

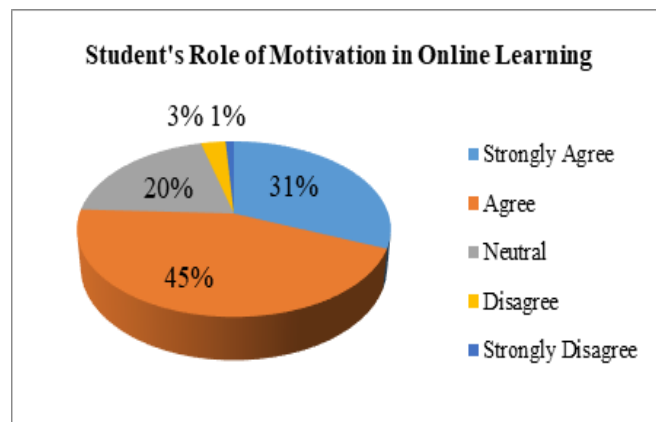


Graph 4. Students Ability to Using Technology

Based on the bar above, there is the total result of the students' ability in using technology that collected from the data of all major and the highest results are 47% which the option is good. Moreover, these results show that most students can be using the technology on online learning without any problem. In addition, those are the student ability in using technology only average and few students were poor in using the technology.

**e. Teacher's Encouragement**

This section sought to find out about the lecturers giving some encouragement to the students motivated in learning in online class. Data are collected using a questionnaire and shows the result in the table below.



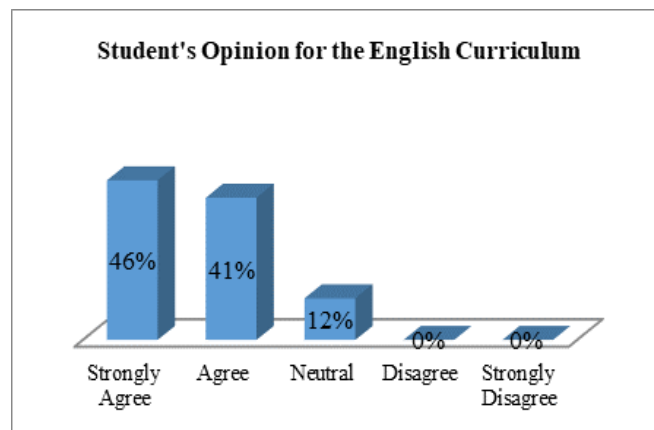
Graph 5. Student's Role of Motivation in Online Learning

From the pie chart above, most of the students choose to agree with their role of motivation that are their lecturers. The results from all the statements are received a positive

result which 45% for option agree than 31% for option strongly agree with which the students from all major choose it. From the pie chart, we know that the students feel motivated in learning and their role of motivation for them to feel motivated in online learning.

#### f. English Curriculum

This section sought to find out about the curriculum the lecturer use that are suitable for the students in learning on online class. Data are collected using a questionnaire and shows the result in the table below.



Graph 6. Student's Opinion for the English Curriculum

Based on the column above, the total of the option of strongly agree 46% and option agree 41% as the highest result that student choose. With a 5% difference in the data, we can know that the English curriculum made by the lecturers is always relevant to the topic with variants of learning material such as PPT, Audio, Journal, Chapter book, Video learning which make this section receives positive feedback as can be seen in the column.

#### g. Open-ended Questions

Percentages of Open-Ended Questions are as follows:

Tabel. 2. Table of Percentages of Open-Ended Questions

Statement	Total Students	Percentages
I learn how to use Ms. Teams from: / <i>Saya mempelajari penggunaan Ms teams dari:</i>		
Training from Academic Development Center (ADC)/ <i>Pelatihan oleh Academic Development Center</i>	13	4%
Training from their major program/ <i>Pelatihan Oleh prodi/HMPS</i>	13	4%
Training from the webinar other than UIB/ <i>Pelatihan dari webinar selain UIB</i>	2	1%
Learned independently/ <i>Belajar Mandiri</i>	207	62%
More than 2 choices	81	24%
More than 3 choices	15	4%
More than 4 choices	1	0%
Other	3	1%
<b>Total</b>	<b>335</b>	<b>100%</b>

Based on the table, the statement about “/ I learn how to use Ms. Teams from:” receive many different answers from the students. The most of the students answer they learn how to use Ms Teams independently without any help from others which was admitted by 207 students from all majors. Moreover, there are 81 students who choose more than 2 choices to help the students learn how to Ms Teams when the students confused how Ms Teams. Next, the students choose more than 3 choices have 15 students then, 13 students choose training from Academic Development Center (ADC), 13 students choose training from their major program, 3 students from other, 2 students training from webinar other than UIB and 1 student choose more than 4 choices.

Tabel. 3. Table of Percentages of Open Ended Questions

Statement	Total Students	Percentages
<b>I understand to use features in Ms. Teams:/ Saya paham cara penggunaan fitur-fitur pada Microsoft Teams berikut:</b>		
<b>Ask directly personally to the lecturer via chat / call/ Bertanya langsung secara personal pada Dosen melalui chat/call</b>	2	1%
<b>Join using the class code that is informed via the portal / Join dengan menggunakan Kode kelas yang di infokan lewat portal</b>	20	6%
<b>Record online meetings during group discussions/ Merekam pertemuan online ketika diskusi berkelompok</b>	3	1%
<b>Use the Raise hand to ask questions / Menggunakan Raise hand untuk bertanya</b>	2	1%
<b>Schedule online meetings for group discussions / Menjadwalkan pertemuan online untuk diskusi berkelompok</b>	3	1%
<b>Understand more than 2 features</b>	23	7%
<b>Understand more than 4 Features</b>	281	84%
<b>Other</b>	1	0%
<b>Total</b>	335	100%

Based on the table above, the statement about “I understand to use features in Ms. Teams” the most answer that chosen by students are understand more than 4 features, which means that the students know how to use Ms. Teams very well and we can know that Ms Teams is user friendly for the students. Moreover, there are 23 students who answer they can understand more than 2 features in using Ms Teams, then 20 students only understand they can join using the class code that is informed via the portal. In addition, there are 3 students only understand Ms Teams to schedule online meetings for group discussions, 3 students only understand how to record online meetings during group discussions in Ms Teams. Then, 2 students understand to use the raise hand to ask questions in Ms Teams and 2 other students know how to ask directly personally to the lecturer via chat / call in Ms Teams and 1 student answer other which means that they answer other than the option in the table above.

Table 4. Percentage of Students' Using Technology

Statement	Total Students	Percentages
<b>I understand to use features in elearning.uib.ac.id / Saya paham cara penggunaan fitur-fitur pada elearning.uib. ac.id sebagai berikut:</b>		
<b>Join using the class code that is informed via the portal/ Join dengan menggunakan Kode kelas yang di infokan lewat portal</b>	12	4%



Check lecturer feedback from assignment that have been done / <i>Melihat feedback dosen dari penugasan yang telah dikerjakan</i>	1	0%
Download learning material / <i>Mendownload Materi pembelajaran</i>	8	2%
Submit assignment / <i>Mengumpulkan tugas</i>	7	2%
Download learning material, submit assignment / <i>Mendownload Materi pembelajaran, Mengumpulkan tugas</i>	1	0%
Submit assignment, fill in the attendance every meeting / <i>Mengumpulkan tugas, Mengisi absensi kehadiran pada setiap pertemuan</i>	1	0%
More than 2	41	12%
More than 5	263	79%
Other	1	0%
Total	335	100%

Based on the table above, there are 263 students answer more than 5 understand to use features in *elearning.uib.ac.id*, which means that the students don't have any trouble in using *elearning.uib.ac.id*, 41 students answer they understand more than 2 features in *elearning.uib.ac.id*. Moreover, there are 12 students answer they know to join using the class code that is informed via the portal, 8 students know how to download learning material in *elearning.uib.ac.id*, 7 students know how to submit an assignment in *elearning.uib.ac.id*. In addition, there is 1 student know how to check lecturer feedback from an assignment that has been done, also 1 student how download learning material, submit assignment, lastly 1 student know how to submit assignment and fill in the attendance every meeting in *elearning.uib.ac.id*.

Table 5. Percentage of Students' obstacles in using Ms Teams and E-learning during Online Learning

Statement	Total Students	Percentages
My obstacles in using Ms Teams and Elearning during online learning / <i>Kendala SAYA dalam menggunakan Ms teams dan Elearning selama pembelajaran online</i>		
Internet connection/ <i>Jaringan Internet</i>	85	25%
Server error / <i>Server gangguan</i>	53	16%
difficult to use / <i>Sulit digunakan</i>	16	5%
No obstacles / <i>Tidak ada kendala</i>	168	50%
Others	13	4%
Total	335	100%

Based on the table, most of the students' answer for the statement they don't have obstacles in using both Ms Teams and *elearning.uib.ac.id* the students answer no obstacles have 168 students. Then, 85 students' answer their internet connection are their obstacles in using Ms Teams and *elearning.uib.ac.id* and 53 students' server error are their obstacles in using Ms Teams and *elearning.uib.ac.id*. In addition, there are 16 students answer Ms Teams and *elearning.uib.ac.id* are difficult to use for the students and 13 students' answer other obstacles than the option in the table above.

Table 6. the open-ended question about the student's suggestion in using Ms Teams and *elearning.uib.ac.id*

Statement	Total Students	Percentages
My suggestion for Ms teams and LMS application on online learning / <i>Saran Saya terhadap aplikasi Ms teams dan LMS pada Pembelajaran Online/Daring UIB</i>		

Improve the LMS application server (Frequently error)/ <i>Lebih ditingkatkan lagi server aplikasi LMS (karena sering Error)</i>	67	20%
LMS application disordered, difficult and uninteresting / <i>Aplikasi LMS berantakan, sulit dan tidak menarik</i>	10	3%
Use different platform other than Ms Teams because it's difficult to use if the laptop spec not high quality / <i>Menggunakan platform lain selain Ms teams karena sulit digunakan jika spec laptop tidak tinggi</i>	1	0%
Often provides feedback to students about tasks that have been done so that students become better / <i>Sering memberikan feedback kepada murid mengenai tugas yang sudah dikerjakan agar siswa menjadi lebih baik</i>	1	0%
The teaching materials are not only from the PPT, but from several websites or books so that the students will get more detailed knowledge / <i>Bahan ajar materi jangan hanya dari PPT, tapi dari beberapa website atau buku agar lebih rinci pengetahuan yang didapat siswa</i>	2	1%
There is no notification feature on the LMS so that students do not know the deadlines for assignments to be submitted / <i>Tidak adanya fitur notifikasi pada LMS sehingga siswa tidak mengetahui deadline tugas yang akan dikumpul</i>	5	1%
Increase the file capacity for uploading on the LMS / <i>Perbesar kapasitas file untuk upload di LMS</i>	1	0%
No suggestion	204	61%
Others	44	13%
Total	335	100%

Based on the table above, the open-ended question about the student's suggestion in using Ms Teams and elearning.uib.ac.id most of the student don't have suggestion for the application total of the students that answer no suggestion are 204 students. However, there are 67 students giving the suggestion to improve the LMS server because the server often error that makes the students have difficulty accessing LMS while the class start, 44 students answer others suggestion that different from the table above. Meanwhile, 10 students give a suggestion that the LMS are disordered, difficult, and uninteresting to use because the disordered LMS makes the students difficult to find their assignment and learning material or submit the assignment in LMS.

Moreover, there are 5 students who give suggestions about the LMS don't have notification feature to remind the students to submit the assignment on time, because of that the students often forget to do the assignment and do not submit it on time. 2 students give suggestion that the lecturers teaching materials only PPT the students also want the lecturers give other teaching materials like from website and journal book so the students can get more detailed about the explanation and make them understand it. Then, 1 student give suggestion to use different platform other than Ms teams because of few student's laptop don't have high spec, also 1 student suggest that the lecturers provide feedback for the students about their assignment so in the next students can get better score, lastly 1 student suggest to increase the file capacity for uploading in the LMS because the students have to edit in order to adjust the file capacity before upload in the LMS.

## CONCLUSION AND SUGGESTION

In lack of interest section, the writer has analyzed the data from the questionnaire and compared the research with the previous researcher (Bucur & Popa, 2017). In (Bucur & Popa, 2017) research the author explains about the student's lack of interest in learning English because there are no digital devices used in the class while learning. Meanwhile, in this research the writer's statement about the lack interest were the students have to be more aware in reviewing the material outside the learning class, and the lecturers gave the big impact in the learning by answering their questions which make the students understand

what they're curious or confused after the class ended. That showed the students gave a positive result in the interest of learning English on online class because the students wanted to get a good grade in the class which interest the students in learning English were increased and there is no obstacle for the student's interest in learning English.

In lack of motivation section, the writer compared the research with the previous researcher (Bucur & Popa, 2017) has explained the student's lack of motivation because there are no digital devices are used in learning English. However, in this research, the result with the previous researcher were different because in this research the student motivated in participated online learning while the previous research stated that the students lack of motivation because of no digital devices used in the class. Therefore, the students were motivated in the class because the lecturer's response the students communicatively and interactively then they motivated to do their assignments done on time to get a good grade. In addition, the students give a positive result about motivated in learning English even though it's not very motivated in learning English but the students don't have any obstacle in their motivation in learning English.

In lack of digital devices section, the previous researcher (Bucur & Popa, 2017) stated the reason can be due to costs or unfamiliar with the digital tools. The finding of this research slightly same to the previous researcher's that a few students also have an issue with their devices like the device didn't have a high spec which made the student felt difficult in online learning. Thus, the students still not ready with their internet connection, and most of the students using more than 1 device in online learning. Thus, the students still have an obstacle in learning online because of their internet connection is sometimes in a poor state.

In lack of competence in using technology (Bucur & Popa, 2017) explained that students less aware of the potential benefits of EFL software use. Meanwhile, in this research the writer analyzed the students have a good ability in using technology even they were not very good in using it. Thus, most of the students were not have obstacles in using technology in online learning.

In teacher's encouragement (Khan & Khan, 2016) stated that because of the lack of required needs for learning can caused the students unmotivated in learning English. The previous researcher finding were different in this research, the lecturers gave the students encouragement before starting the learning and the students which means that lecturers' encouragement were very important for the students. Therefore, most of the students agree with the encouragement the lecturers gave and motivated in learning. So that, the students didn't have obstacles in receiving teacher's encouragement before the lesson start.

In English curriculum (Khan & Khan, 2016) explain that the English curriculum design from the college didn't designed based of the students need but literature-oriented curriculum that make the students felt the difficulty in learning English. In this research the English curriculum designed by the lecturers of UIB always based of the students need and the students give a positive result for the English curriculum the lecturers use and most of the student strongly agree with the suitable of curriculum made & used by lecturers are relevant to the topic. Thus, the students didn't have obstacles in learning English that UIB lecturers taught and the curriculum's suitable and relevant for the student's needs.

## REFERENCES

- Buchal, R., & Songsore, E. (2019). Using Microsoft Teams To Support Collaborative Knowledge Building in the Context of Sustainability Assessment. *Proceedings of the Canadian Engineering Education Association (CEEA)*, 1–8. <https://doi.org/10.24908/pceea.vi0.13882>

- Bucur, N.-F., & Popa, O.-R. (2017). Digital Competence in Learning English as a Foreign Language Opportunities and Obstacles. *Proceedings of the 12th International Conference on Virtual Learning, Icvl 2017*, (October), 257–263.
- Carver, L. B. (2016). Teacher perception of barriers and benefits in K-12 technology usage. *Turkish Online Journal of Educational Technology*, 15(1), 110–116.
- Creswell, J. W. (n.d.). *Research Design Qualitative, Quantative, and Mixed Methods Approaches*.
- Cuaca Dharma, H. R., Asmarani, D., & Dewi, U. P. (2017). Basic Japanese Grammar and Conversation e-learning through Skype and Zoom Online Application. *Procedia Computer Science*, 116, 267–273. <https://doi.org/10.1016/j.procs.2017.10.055>
- Emaliana, I. (2017). Teacher-centered or Student-centered Learning Approach to Promote Learning? *Jurnal Sosial Humaniora*, 10, 59–70. Retrieved from <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=12&ved=2ahUKEwi02trB7KzkAhVM8HMBHUtbD5E4ChAWMAF6BAgEEAE&url=http%3A%2F%2Fiptek.its.ac.id%2Findex.php%2Fjsh%2Farticle%2Fdownload%2F2161%2F2425&usg=AOvVaw24xmdoNx1SXPXlyKtITij7>
- Jerry Chih-Yuan Sun, & Yu-Ting, W. (2016). Analysis of Learning Achievement and Teacher-Student Interactions in Flipped and Conventional Classrooms. *International Review of Research in Open and Distance Learning*, 17(1), 80–99. Retrieved from <http://search.proquest.com/docview/1770070937?accountid=36749>
- Karsen, F. (1938). The Science of Sociology. *Zeitschrift Für Sozialforschung*, 7(3), 420–421. <https://doi.org/10.5840/zfs19387312>
- Khan, T. J., & Khan, N. (2016). Obstacles in Learning English as a Second Language among Intermediate Students of Districts Mianwali and Bhakkar, Pakistan. *Open Journal of Social Sciences*, 04(02), 154–162. <https://doi.org/10.4236/jss.2016.42021>
- Kuckartz, U. (n.d.). *Analyzing Qualitative Data with*.
- Pape, L. (2010). Blended teaching and learning. *The School Administrator*, 67(4), 16–21. <https://doi.org/Article>
- Pendidikan, K. R. T. dan. (2017). Berapa Jumlah Perguruan Tinggi di Indonesia ? 2017.
- Poston, J., Apostel, S., & Richardson, K. (2020). Using Microsoft Teams to Enhance Engagement and Learning with Any Class : It ' s Fun and Easy. *Pedagogicon Conference Proceedings*, 5.
- Stockemer, D. (2019). Quantitative Methods for the Social Sciences. In *Quantitative Methods for the Social Sciences*. <https://doi.org/10.1007/978-3-319-99118-4>
- Wahyuni, S., Gusti Made Sanjaya, I., Erman, & Jatmiko, B. (2019). Edmodo-based blended learning model as an alternative of science learning to motivate and improve junior high school students' scientific critical thinking skills. *International Journal of Emerging Technologies in Learning*, 14(7), 98–110. <https://doi.org/10.3991/ijet.v14i07.9980>
- <http://www.dikti.go.id/kabar/strategi-dan-kebijakan-ditjen-dikti-terhadap-keberlanjutan-pendidikan-tinggi-di-indonesia-dalam-hadapi-pandemi-covid-19/>
- Bonk CJ, Graham CE. *The handbook of blended learning: global perspectives, local designs*. San Francisco, CA: Pfeiffer; 200