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## Online Learning Difficulties of The Second-Semester Students of English Language Education Study Program of STKIP PGRI Banjarmasin during COVID-19 Pandemic

Maulidya  
Ida Rusdiana, Wulida Makhtuna

STKIP PGRI Banjarmasin, Banjarmasin

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### ABSTRACT

*The purpose of this study was to investigate the problems faced by second-semester students at STKIP PGRI Banjarmasin when carrying out online learning process during the covid-19 pandemic. This study follows a quantitative approach in collecting questionnaire data and student interviews. Therefore, this study uses a descriptive method to determine the percentage of online learning difficulties during the covid-19 pandemic. The research sample was taken from 22 students of the second semester of English Education Study Program Academic Year 2020/2021. Data was gathered by questionnaire to confirm students answer and interviews as complementary information from the questionnaire. The results showed that there are two difficulty aspects, the first is an internal factor and the second is an external factor. Internal factors consist of physical barriers in the form of health, and consist of psychological barriers in the form of cognitive, affective and psychomotor. External factors consist of (1) educators (lecturers) in the form of material delivery, assignments and practicum; (2) Facilities in the form of quotas, devices, internet access and books/references; (3) Family in the form of parents and siblings and (4) other activities in the form of activities on and off campus. In general, the difficulties felt the most by second-semester students English Language Education Study Program were internet quotas, internet access, facilities and understanding of the material.*

**Keywords:** Online learning difficulties, COVID-19 pandemic

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### 1. INTRODUCTION

Online learning is a growing educational alternative for adults due to limited space and time, unable to attend face-to-face classes regularly. Since its inception, online education has evolved because technology itself has many advantages to offer as an educational tool

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(Estevez, Castro Martinez & Rodriguez Grenobles, 2015). Another reason why online education has become popular is that it offers the possibility to enter remote universities without having to move or visit the city. Formally, online learning is also known as distance learning (PJJ). As stated in the Circular Letter of the Ministry of Education and Culture Number 4 of 2020 concerning the Implementation of Education in the Emergency Period of Corona Virus Disease (Covid-19), which was then followed up by Circular Letter Number 15 of 2020 concerning Guidelines for the Implementation of Learning from Home in an Emergency Period of the Spread of Covid-19.

One of the contents of the circular is about the process of implementing learning which is usually carried out in schools, then transferred to the homes of each student. With experience in this online environment, many learning professionals are now looking for ways to develop technology, such as real-time interactions but using technology in the learning process. In the large movement of the transition from campus-based experiences to the online world, the value of in-person interaction has often been sacrificed for the perception that the Web is an "anytime, anywhere" place to study. Although the "anytime" or asynchronous learning mode has become a factor that allows learners not to do the learning process in a traditional time and place. However, not every learning goal or need can be met without real-time human interaction. In fact, many colleges and universities offer quality education to students who are far away without physical interaction. This is all because many people think that online media is a tool that makes it easier in everything, especially in the field of education, even if you remember that online media is one of the oldest network-based language tools. However, there are still many who doubt the quality and results of online education. The quality and results of online education itself must be considered because it all affects the growth of students in the future. Moreover, online education will be used more frequently during the Covid-19 pandemic. Almost all learning processes in the world of education are converted into network-based learning or what is often referred to as online learning. All of that happened because the government was unlikely to delay the education process for too long in this country. Even though online learning has been established as a medium of learning during this pandemic, this learning certainly does not always run smoothly, especially for students who feel the impact. Based on the results of preliminary study, the researcher had asked the fellow students, online learning in higher education also has difficulties. Students will automatically feel a delay in the ongoing educational process. This can result in slow student growth in academics and skills in the future, especially if the Covid-19 pandemic does not end soon. Moreover, it is because the second semester students are students who are still new to the world of lectures, surely they need a lot of time to adapt again to carry out lectures using various kinds of online learning media.

## **2. METHODS**

This study used a descriptive research design with a quantitative approach. This design was chosen because the problem being investigated in this study is an investigation of online

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learning difficulties for students of the second-semester English Language Education Study Program STKIP PGRI Banjarmasin during the Covid-19 pandemic. According to Arikunto (2010:3) "Descriptive research is research that only describes what is contained or occurs in a state, condition, or other things that have been mentioned".

### *2.1. Data Collection*

Online learning difficulties of the second-semester English Language Education Study Program students of STKIP PGRI Banjarmasin during covid-19 pandemic have been gotten with questionnaire and interview techniques as supporting details. The questionnaire was used because the data being sought was in the form of online learning difficulties for students of the second-semester students of English language Education Study Program of STKIP PGRI Banjarmasin during the Covid-19 pandemic. Interview was used when the data obtained from the questionnaire is not sufficient (interview techniques as supporting details). According to Sugiyono (2010:244) "Data analysis is the process systematically searching and arranging the interview transcripts, field notes, and other material that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others". Data collection method was done by giving a set of questions available on a link from Google form on Friday, April 9, 2021. To make it easier for students in interviews, Google forms are also used. The google form link was distributed to students on Thursday, April 15, 2021. After that, all the results were analyzed and described in paragraph form.

### *2.2. Sampling*

According to Sugiono (2011:80) Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and drawn conclusions. The populations in this study were all second semester students of the English Education Study Program, STKIP PGRI Banjarmasin, which consisted of 22 students (11 boys and 11 girls). The number of questionnaires that can be analyzed is 17 of 22 students, and the number of interviews that can be analyzed is 14 of 22 students. Sugiyono (2011:81) said that the sample is part of the number and characteristics possessed by the population. So the sample is a small group (part) of the population taken and can represent the population as a whole. So it can be concluded that this study uses a population technique because the total number of observations is relatively small.

### *2.3. Data Analysis*

There are three steps of collecting data from the questionnaire and interview as follows:

1. The researcher asked the help to one of the lecturers who taught in the second-semester to distribute research questionnaires
2. The researcher distributed a questionnaire to the lecturer and the lecturer passed it on to the second semester students

3. The students answered the questionnaire and interview via link [https://docs.google.com/forms/d/e/1FAIpQLScIxs1RWEw54OShr0CK\\_XIAYSxfkyvpIE1dy6vdETVRE6FV\\_Q/viewform?vc=0&c=0&w=1&flr=0](https://docs.google.com/forms/d/e/1FAIpQLScIxs1RWEw54OShr0CK_XIAYSxfkyvpIE1dy6vdETVRE6FV_Q/viewform?vc=0&c=0&w=1&flr=0)  
<https://docs.google.com/forms/d/e/1FAIpQLSfTXaNvEK5dh2-yek7kaGnBuDJK3d3wDPi6sRHZg3fr4VnKA/viewform?vc=0&c=0&w=1&flr=0>

4. Then, data were analyzed and entered into formulas.

The researcher used the following formula by Arikunto (2010).

$$P = \frac{F}{N} \times 100\%$$

Note:

P = percentage of students responds.

F = the frequency (number of students answer the questionnaire).

N = the number of students.

### 3. RESULTS AND DISCUSSION

The results of this study were obtained by analyzing the difficulties of online learning faced by students of the English Language Education Study Program in second-semester of STKIP PGRI Banjarmasin during the Covid-19 pandemic. There are two aspects contained in this research, namely internal aspects and external aspects.

Table 1. Percentage of the Concept of Internal Factors

Aspect	Indicator	Sub Indicator	Barriers Category				
			Very Low	Low	Mode rate	High	Very High
Internal Factors	Physical Barriers	Health		23,5 2%	47,05 %	23,5 2%	05,8 8%
		Psychological Barriers	Cognitive		05,8 8%	88,23 %	05,8 8%
	Affective			11,7 6%	82,35 %	05,8 8%	
	Psychomotor			17,6 4%	64,70 %	17,6 4%	

Based on table 1, there are two internal factor indicators of online learning difficulties of the second-semester English Language Education Study Program students of STKIP PGRI Banjarmasin during the COVID-19 pandemic namely indicators of physical and psychological

barriers. Physical barriers consist of one sub-indicator, namely health, and psychological barriers consist of three sub-indicators, namely cognitive, affective and psychomotor.

The first, the perception of the second-semester students of English Language Education Study Program of STKIP PGRI Banjarmasin on health factors in online learning difficulties during COVID-19 pandemic is the low category with a frequency of 4 students or 23,52%, moderate category with a frequency of 8 students or 47,05%, high category with a frequency of 4 students or 23,52%, and very high category with a frequency of 1 student or 05,88%. It shows that the perception of students of the second semester of English Education Study Program STKIP PGRI Banjarmasin on health factors in online learning difficulties during the COVID-19 pandemic is in the moderate category, with the highest frequency lies in the moderate category of 8 students or 47,05%.

The second, the perception of students English Language Education Study Program in second-semester of STKIP PGRI Banjarmasin on cognitive factors in online learning difficulties during the COVID-19 pandemic is the low category with a frequency of 1 students or 05,88%, moderate category with a frequency of 15 students or 88,23%, and high category with a frequency of 1 students or 05,88%. This shows that the perception of students of the second-semester of English Education Study Program STKIP PGRI Banjarmasin on the internal factors of cognitive indicators of the difficulties of online learning during the COVID-19 pandemic is in the moderate category, with the highest frequency lies in the moderate category of 15 students or 88,23%. The third, the perception of students English Language Education Study Program in second-semester of STKIP PGRI Banjarmasin on the affective factors in online learning difficulties during COVID-19 pandemic is the low category with a frequency of 2 students or 11,76%, enough category with a frequency of 14 students or 82,35%, and high category with a frequency of 1 students or 05,88%. This shows that the perception of students of the second semester of English Education Study Program STKIP PGRI Banjarmasin on the internal factors of affective indicators of the difficulties of online learning during the COVID-19 pandemic is in the enough category, with the highest frequency lies in the enough category of 14 students or 82,35%. And the last, the perception of students English Language Education Study Program in second-semester of STKIP PGRI Banjarmasin on psychomotor factors in online learning difficulties during the COVID-19 pandemic is the low category with a frequency of 3 students or 17,64%, moderate category with a frequency of 11 students or 64,70%, and high category with a frequency of 3 students or 17,64%. This shows that the perception of students of the second-semester of English Education Study Program STKIP PGRI Banjarmasin on the psychomotor factors in online learning during the COVID-19 pandemic is in the moderate category, with the highest frequency lies in the moderate category of 11 students or 64,70%.

It can be concluded that online learning difficulties that have the most influence on external factors are psychological barriers indicators, namely cognitive. Cognitive with sufficient category moderate as 15 students or 88,23%.

Table 2. Percentage of the Concept of External Factors

Aspect	Indicator	Sub Indicator	Barriers Category					
			Very Low	Low	Moderate	High	Very High	

External Factors	Educator (Lecturer)	Delivery of Material		11,7 6%	47,0 5%	29,4 1%	11, 76%
		Duty		05,8 8 %	64,7 0%	17,6 4%	11, 76%
		Practice		11,7 6%	64,7 0%	23,5 2%	
	Facility	Internet Quota	05,8 8 %	05,8 8 %	17,6 4%	17,6 4%	52, 94%
		Device			58,8 2%	23,5 2%	17, 64%
		Internet Access			35,2 6%	29,4 1%	35, 26%
		Books/Reference		05,8 8 %	76,4 7%	17,6 4%	
	Family	Parents	05,8 8 %	23,5 2%	58,8 2%	05,8 8 %	05, 88 %
		Brother (Brother/Sister)	11,7 6%	17,6 4%	52,9 4%	11,7 6%	05, 88 %
	Other Activities	On Campus	29,4 1%	05,8 8 %	64,7 0%		
Off Campus		17,6 4%	17,6 4%	47,0 5%	11,7 6%	05, 88 %	

Based on table 2, there are four indicators of external factors of online learning difficulties of the second-semester English Language Education Study Program students of STKIP PGRI Banjarmasin during the COVID-19 pandemic namely indicators of educators (lecturers), facility, family and other activities. Indicators of educators (lecturers) consist of three sub-indicators namely delivery of material, duty and practice. Indicators of facility consist of four sub-indicators namely internet quota, device, internet access and books/reference. Indicators of family consist of two sub-indicators namely parents and brother. And the last is indicators of other activities consist of two sub-indicators namely on campus and off campus.

Indicators Educators (lecturers) consist of three sub-indicators, namely the delivery of material, duty and practice. Students' perceptions of the indicators of educators (lecturers) in the first sub-indicator, namely the delivery of material, there is a low category with a frequency of 2 students or 11,76%, moderate category with a frequency of 8 students or 47,05%, high category with a frequency of 5 students or 29,41%, and very high category with a frequency of 2 students or 11,76%. This shows that the sub-indicator of delivery of material is in the moderate category with the highest frequency of 8 students or 47.05%. The second sub-indicator is duty, there is a low category with a frequency of 1 students or 05,88 %, moderate category with a frequency of 11 students or 64,70%, high category with a frequency of 3 students or 17,64%, and very high category with a frequency of 2 students or 11,76%. This shows that the sub-indicator of duty is in the moderate category with the

highest frequency of 11 students or 64,70%. The last sub-indicator is practice, there is a low category with a frequency of 2 students or 11,76%, moderate category with a frequency of 11 students or 64,70%, and high category with a frequency of 4 students or 23,52%. This shows that the sub-indicator of practice is in the moderate category with the highest frequency of 11 students or 64,70%.

Indicators of facility consist of four sub-indicators namely internet quota, device, internet access and books/reference. Students' perceptions of the indicators of facility in the first sub-indicator, namely internet quota, there is a very low category with a frequency of 1 students or 05,88 %, low category with a frequency of 1 students or 05,88 %, moderate category with a frequency of 3 students or 17,64%, high category with a frequency of 3 students or 17,64%, and very high category with a frequency of 9 students or 52,94%. This shows that the sub-indicator of internet quota is in the very high category with the highest frequency of 9 students or 52,94%. Students' perceptions of the indicators of facility in the second sub-indicator, namely device, there is moderate category with a frequency of 10 students or 58,82%, high category with a frequency of 4 students or 23,52%, and very high category with a frequency of 3 students or 17,64%. This shows that the sub-indicator of device is in the moderate category with the highest frequency of 10 students or 58,82%. Students' perceptions of the indicators of facility in the third sub-indicator, namely internet access, there is moderate category with a frequency of 6 students or 35,26%, high category with a frequency of 5 students or 29,41%, and very high category with a frequency of 6 students or 35,26%. This shows that the sub-indicator of internet access is in the moderate and very high category with the highest frequency of 6 students or 35,26%. And the last, Students' perceptions of the indicators of facility in the last sub-indicator, namely book/references, there is low category with a frequency of 1 students or 05,88 %, moderate category with a frequency of 13 students or 76,47%, and high category with a frequency of 5 students or 17,64%. This shows that the sub-indicator of book/references is in the moderate category with the highest frequency of 13 students or 76,47%.

Indicators of family consist of two sub-indicators namely parents and brother. Students' perceptions of the indicators of family in the first sub-indicator, namely parents, there is very low category with a frequency of 1 students or 05,88 %, low category with a frequency of 4 students or 23,52%, moderate category with a frequency of 10 students or 58,82%, high category with a frequency of 1 students or 05,88 %, and very high category with a frequency of 1 students or 05,88 %. This shows that the sub-indicator of parents is in the moderate category with the highest frequency of 10 students or 58,82%. And the last, Students' perceptions of the indicators of family in the last sub-indicator, namely brother, there is very low category with a frequency of 2 students or 11,76%, low category with a frequency of 3 students or 17,64%, moderate category with a frequency of 9 students or 52,94%, high category with a frequency of 2 students or 11,76%, and very high category with a frequency of 1 students or 05,88 %. This shows that the sub-indicator of brother is in the moderate category with the highest frequency of 9 students or 52,94%.

The last is indicator of other activities consist of two sub-indicators namely on campus and off campus. Students' perceptions of the indicators of other activity in the first sub-indicator, namely on campus, there is very low category with a frequency of 5 students or 29,41%, low category with a frequency of 1 students or 05,88 %, and moderate category with a frequency of 11 students or 64,70%. This shows that the sub-indicator of on campus is in the moderate category with the highest frequency of 11 students or 64,70%. Students'

perceptions of the indicators of other activity in the first sub-indicator, namely off campus, there is very low category with a frequency of 3 students or 17,64%, low category with a frequency of 3 students or 17,64%, moderate category with a frequency of 8 students or 47,05%, high category with a frequency of 2 students or 11,76%, and very high category with a frequency of 1 students or 05,88 %. This shows that the sub-indicator of off campus is in the moderate category with the highest frequency of 8 students or 47,05%.

It can be concluded that online learning difficulties that have the most influence on external factors are facilities indicators, namely books/references. Books/references with sufficient category moderate of 13 students or 76,47%.

### 3.1. Interview Data

“Does your health affect the online learning process? Why?”

12 or 85,71% of students answered “yes”. It was answered that unstable health greatly interferes with the activities of the online learning process. Activities such as staring at a laptop or cell phone screen cannot be done for a long time. Even though health is stable, online learning that is done for a long time makes the eyes tired or dizzy.

“What kind of facilities affect your online learning process? Why?”

13 or 92,85% of students answered that all facilities supporting the online learning process affected the online learning process itself. The facilities are in the form of cell phones, laptops, internet quotas and signals. There is even one student also added that the memory of the cell phone also affects the online learning process if using various media learning applications will make the cell phone slow in the process when used.

“Are you able to understand the material well while studying online?”

7 or 50% of students stated that they did not understand online learning materials. This is due to unstable network constraints so that explanations are not delivered perfectly during online learning. Some even added that there was material that was actually difficult to explain via online.

“Are there other activities that you do on campus such as organizations and so on? Does it affect your online learning?”

12 students or 85.71% of students think that other activities on campus such as campus organizations do not affect the learning process. This is because the campus organization's activities are not the same time as the online learning process.

“Are there other activities that you do outside of campus such as working, helping with housework and so on? Does it affect your online learning?”

10 students or 71,42% think that their outdoor activities do exist but do not really affect their online learning process. Although there are those who work while studying, their work outside of lectures does not take too much time.

Based on the results of the interview, it can be concluded that the most influential difficulties in the online learning process are health, facilities and understanding of the material. These are the three things that must be paid more attention to in the future, so that the learning process becomes even better.

### 3.2. Discussion

This study has little in common with previous research, both researching online learning during the COVID-19 pandemic. However, this research has many differences such as the subject being studied, the place of research and the type of research. The previous subject was a student majoring in biology in Jember, while the subject of this study was a second semester student of English education in Banjarmasin. The type of previous research is qualitative, while this type of research is quantitative. Based on table 2, it can be seen that the highest difficulty is the limited internet quota, which is 52,94 %, and the second highest is internet access, which is 35.26%. The lowest difficulty is in other activities on campus, which is 29.41%

Based on the results of questionnaires and interviews obtained through the google form link that have been filled in by the second-semester students of English Education Study Program at STKIP PGRI Banjarmasin, it can be concluded that some of the students' difficulties in learning online are as follows: (1) Quota and Internet access; according to most students, revealed that the biggest obstacle they experienced was the availability of quotas and internet access, because according to them quotas and internet access were very important in the learning process online. On average, the informants revealed that when online learning took place, not a few of them ran out of internet quota and had difficulty accessing the internet because the network was disrupted which in the end could also result in being late for absence, difficulty downloading materials and submitting assignments, sometimes failing to send so that it took more time to send reset. Even this internet access also affects students in receiving learning materials, there are obstacles to internet network access that sometimes make it difficult for them to understand the learning material. (2) Facility; students revealed that the facilities also influenced their online learning. Online learning makes them need a lot of space to download learning applications and to store important files that are not small as their learning reference. If the space is not sufficient, their laptop or cell phone will experience problems such as hang (device system instability) that interferes with the learning process.

Delivery of Material; Some students feel a lack of understanding in understanding the material presented by the lecturer during online learning, because they think that the delivery of material online is quite difficult to understand with online explanations due to time constraints (lack of flexibility) and internet access itself. (4) Health; students said that during online learning they sometimes felt dizzy and hot eyes because they had been in front of the screen for a long time and also because of the many tasks and deadlines that made them feel overwhelmed and eventually fell ill. However, there are also those who reveal that they do not experience health problems because while they are at home they have adequate nutrition and can rest comfortably.

## 4. CONCLUSIONS

The difficulty of learning online semester two of the STKIP PGRI Banjarmasin students' English education study program during the Covid-19 pandemic is that it can be grouped into aspects of internal and external factors, namely by indicators, physical, psychological,

educators (lecturers), facilities, family and other activities. In general, the difficulties felt the most by these students were internet quotas, internet access, book/references and understanding of the material. This proves that no matter how sophisticated the technology is, it still feels like it will not be able to replace the real face-to-face learning process because it will make us more free in carrying out learning. However, online learning can reduce the spread of Covid-19 in universities.

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