

AN ANALYSIS OF STUDENTS' SPEAKING PROBLEMS IN ONLINE CLASSROOM: HOW THEY COMMUNICATE DURING DISTANCE LEARNING

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Abstract: Speaking is a skill that the most individuals be desirous of perfectly-executed because students are encouraged to focus on learning English. This study aimed to describe the problems and the factors encountered by EFL students in the fourth semester at University of Islam Malang during online learning for speaking and how they dealt with their problems. The descriptive qualitative method was used in this study. The population in this study is all fourth semester students in speaking class with samples chosen based on the results of the questionnaire considered who had the problems in online speaking class. For a total of six students being interviewed. In this study, questionnaires and interviews were used to collect the data. The findings of this study, it provides information about the problems, factors, and ways to overcome speaking problems in online learning. It is addressed to the English lecturers to give the students new methods on how to speak in other ways. And the students can apply these various strategies to deal with speaking in online class, so they can communicate effectively and fluently.

Keywords: Speaking, problems, online

INTRODUCTION

Accordant to Rabiah (2018), Individual communication will be well supported with language, and other people will be ready to get knowledge more rapidly of communication. Nevertheless, Indonesian students has struggled to improve their English skills in daily conversations in a real world. When studying English, students must master four language skills. One of the contributing factors for successful communication is speaking. Speaking is a skill that the most individuals be desirous of perfectly-executed because students are encouraged to focus on learning English. As stated by Brown (in Wardani, 2000) that speaking is an activity that combines both the speaker and the listener, and it was included in the category of productive skills.

Education is just one of many areas of life that have been impacted. The teaching – learning method, notably in the teaching of English as a foreign language, is changed to an online learning style. During the outbreak pandemic, the whole education sector was driven away from home. For that reason, all students must study at home.

Nowadays, students learning English as a foreign language frequently struggle to express themselves in English, particularly when speaking. In agreement with Katemba (in Hutabarat & Simanjuntak, 2019), he found that English teaching focuses on acquiring proper grammatical structures or forms, expanding vocabulary, working on sentence-level exercises, and having students repeat the same patterns over and over. Thus, the researcher consummate that speaking is one of the requirements of using language to communicate with others and also to share the ideas.

Speaking problems has become one of the most common concerns for students when asked to speak in English in everyday communication and in front of a group of people. Even students who have a high level of English proficiency could be feeling nervous when speaking. In that case, it could have a negative effect on students' performance. Because of distance learning or online learning, students have difficulty to imitating the way their teachers speak, and teachers are unable to guide students in proper communication. On the basis of Ayu (2018: 2), she found that most students love to speak English but they are curious of what they want to say. Due to the fact, the researcher was interested in investigating numerous problems and factors in the speaking part, especially in online learning.

On top of that from the research problems discovered during preliminary research, the researcher tries to develop the proofs that could strengthen about students who had some difficulty speaking in online classes. The researcher focused on the fourth semester of English Education Department at University of Islam Malang. The reason for chosen the fourth semester students in speaking online classroom is because they started as new students they already conducting online classes until now. Based on the reasons above, the researcher wanted to know the students' problems in learning speaking and the factors that contributed to their problems.

Therefore, the research problems in this study are: (1) "What are the problems encountered by EFL students in the fourth semester during distance learning?", (2)

“What are the factors contributing speaking problems encountered by EFL students in the fourth semester during distance learning?”, (3) “What strategies are appropriate for EFL students when confronted with speaking problems during distance learning?”.

Based on the research problem, the purpose of this study are: (1) “To know the problems that encountered by EFL students in the fourth semester during distance learning”, (2) “To describe the factors that contributing speaking problems encountered by EFL students in the fourth semester during distance learning”, (3) “To explain the strategies that appropriate for EFL students when they confronted speaking problems during distance learning”.

METHOD

The researcher used descriptive qualitative design as a research method. Consistent with Royadi (2019), he said that the goal of qualitative research is to gain a better understanding of human and social problems by investigating how people derive meaning from their surroundings and how those meanings influence their actions. It indicates that qualitative approach is defined as gaining a deeper understanding of a phenomenon by developing new significant differences as a result of getting closer to it.

In this study, the researcher used questionnaire as primary data, and interview as secondary data. And then, to collect data through questionnaire, the researcher distributed to students through Google Form. The researcher decided to select appropriate students for interview based on the problem of the results from Google form.

The subject on this study is the EFL student in fourth semester of English Education Department at University of Islam Malang. In this case, the researcher used purposeful sampling. In line with Creswell (2016: 156), he stated that in qualitative research, the concept of purposeful sampling is applied. And then the researcher choose the participants and research settings because the participants can purposefully contribute to comprehending the study's main phenomenon and research problem. Additionally, it is necessary to make choices regarding who or what should be sampled,

how the sampling will be conducted, and the necessary number of participants or sampling sites.

The researcher used the results of the survey of the questionnaires to identify students who were eligible to be interviewed after the researcher distributed the questionnaires. A total of 6 EFL students were interviewed by the researcher. The researcher collected the fourth semester students in speaking classes. The researcher selected two samples of students from the results of the students' questionnaires for each online speaking class. The researcher chose this subject because they had prior experienced in an online speaking classroom during distance learning. Starting with the first semester as students, their semester are spent in online activity.

FINDINGS AND DISCUSSION

In this study, the researcher found that during distance learning, the students had some problems in speaking online, and factors that hinder them to speak. They are lack of self-confidence, lack of vocabulary, and poor of grammar.

Here are the result of the questionnaire:

A. The Result of Questionnaire

The Problems Faced by Students during Distance Learning

- Lack of confidence problems on EFL students during distance learning

No.	Question	Percent	
		Yes	No
1.	When doing online speaking learning, did you feel that your English speaking skills was being maximized?	22.9%	77.1%
2.	Do you had good confident in speaking English when online class?	40%	60%

As shown in the table above in the Question 1, 77.1% of the participants are lack of self-confidence when online learning which their speaking skills is not excellent, but on the other hand 22.9% of the participants felt that online learning has been maximized

in speaking skills. This relates to the Question 2, which shows that 60% of the participants are lack of self-confidence when online learning in speaking skills while 40% of the participants has good confidence in speaking in online class.

- Less of practicing problems on EFL students during distance learning

No.	Question	Percent	
		Yes	No
3.	Did you often practice your English speaking skills during online learning?	91.4%	11.4%
4.	Do you practice English more to improve your speaking proficiency in online learning speaking?	68.6%	31.4%

As shown in table above, 91,4% of the participants are frequently practice their English speaking skills when online learning based on the Question 3, on the contrary of 11.4% of the participants do not practice English speaking skills while online learning. According to the Question 4, 68.6% of the participants believe that they can improve their speaking skills in online class by practicing English more, whereas 31.4% of the participants do not practice speaking much in online class.

- Lack of vocabulary problems on EFL students during distance learning

No.	Question	Percent	
		Yes	No
5.	Does your new vocabulary list increase when you mastered speaking skills in online English learning?	74.3%	25.7%
6.	Do you had enough vocabulary to speak in English?	54.3%	45.7%

Table in the above indicates that of the two questions, Question 5 and Question 6 indicates that they mostly had enough vocabulary lists to speak English in online class. These shows in Question 5 indicated 74.3% of the participants and Question 6 indicated

54.3% of the participants. However, 25.7% of the participants in Question 5 and 45.7% in Question 6, they did not adequate vocabulary lists to increase their English speaking skills in online class.

- Lack of interaction problems on EFL students during distance learning

No.	Question	Percent	
		Yes	No
7.	Do you interact more actively in online learning?	37.1%	62.9%
8.	Do you try to interact using English to your friend when learning speaking? Especially when online.	65.7%	34.3%
9.	Do you participate in online learning speaking?	91.4%	14.3%

In table above, question 7 shows that 62.9% of the participants rarely interact more actively in online learning, however 37.1% of the participants are more interactive. But apart from that, it turns out that they are still trying to interact with their friends in speaking in online classes which can be shown in Question 8 with 65.7% of the participants and in Question 9 with 91.4% of the participants.

- Lack of motivation problems on EFL students during distance learning

No.	Question	Percent	
		Yes	No
10.	Can online English learning increase your motivation to often practice your speaking skills?	68.6%	31.4%
11.	Do you had the best way to produce the language when speaking English?	68.6%	34.3%
12.	Do you feel less motivation in online learning speaking?	57.1%	45.7%

13.	Do you had motivation to express yourself in online learning speaking?	80%	20%
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The three questions in table, Questions 10, 11, and 13, showed that they are motivated. In response to Question 10, 68.6% of the participants stated that they are still motivated to practice speaking frequently, even in online class, on the other responses of 31.4% of the participants had not any motivation to practice it. In Question 11 with 68.6% of the participants had a method for producing language when speaking English, meanwhile 34.3% of the participants did not had any method for producing language. In Question 13 with 80% of the participants had motivation to express themselves in online speaking class, and 20% of the participants not motivate to expressing themselves. But this is inversely proportional to the response of the answer to question 12 which asks whether they are less motivated in online speaking class, they are less motivated with 57.1% of the participants and at least 45.7% who do not had less motivation.

- Lack of pronunciation problems on EFL students during distance learning

No.	Question	Percent	
		Yes	No
14.	Did your mispronunciations in speaking decrease during online English learning?	71.4%	28.6%

In Question 14 shows that 71.4% of the participants did not experience many pronunciation errors in the online class, and whereas 28.6% observed an increase in pronunciation errors. So, they had no problem with pronunciation.

- Lack of grammar problems on EFL students during distance learning

No.	Question	Percent	
		Yes	No
15.	Do you still often had difficulty in arranging words (grammatical	85.7%	17.1%

	errors) when speaking in online English learning?		
16.	Do you use grammar when you are speaking English?	60%	42.9%

Questions 15 and 16 in table shows different results to find out grammatical errors when speaking in online class. In question 15, the result showed that 85.7% of the participants still had difficulty creating words while online speaking, whereas 17.1% of the participants did not had difficulty in grammar to arranging words but they also use the grammar shown in question 16 when speaking English, with 60% of the participants employing grammar when speaking English, meanwhile 42.9% of the participants are not to use grammar when speaking English.

- Lack of understanding problems on EFL students during distance learning

No.	Question	Percent	
		Yes	No
17.	Do you influenced by mother tongue in the online classroom when learning speaking?	74.3%	25.7%

As shown in table for Question 17 on whether it is very influential mother tongue in online class when learning to speak, it can be seen that 74.3% of the participants had problems in the mother tongue used in online class when they speak English, they are had an impact on how their use mother language in online class when learning to speak of communication but for 25.7% of the participants had the influence of the mother tongue used daily in online class.

The Factors Encountered by EFL Learners during Distance Learning

- Linguistic factors problems on EFL students during distance learning

No.	Question	Percent	
		Yes	No

18.	Do you know the aspects of language that enable production in learning speaking?	45.7%	54.3%
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In the table showed most of the participants do not know whether it is the linguistic aspects that can produce language in learning to speak which is indicated by 54.3% of the participants, while those who know what the linguistic aspects are indicated by 45.7% of the participants.

- Psychological problems on EFL students during distance learning

No.	Question	Percent	
		Yes	No
19.	Do you feel anxiety in online learning speaking?	57.1%	42.9%
20.	Do you feel shy in online learning speaking?	51.4%	48.6%
21.	Do you feel fear of ridicule or afraid of being laughter in online learning speaking?	54.3%	45.7%

On the table, there are a lot of problems that can be psychological factors, including 57.1% of participants had anxiety in speaking in online classes, this is in contrast to 42.9% of participants who do not had anxiety problems in speaking in online classes which can be shown in Question 19. In Question 20, regarding students' shyness when speaking English, there were 51.4% of the participants had shyness while 48.6% of the participants believed in themselves when speaking in online class. Furthermore, Question 21 discusses whether they are afraid of being ridiculed by their friends in class if they make mistakes in speaking in online class, it shows that most students are afraid of being laughed at or ridiculed in online class with 54.3% of the participants, while 45.7% of the participants are had not a fear of speaking in online class.

- Teaching strategies factors on EFL students during distance learning

No.	Question	Percent	
		Yes	No

22.	Has an online learning affected or changed the way you learn?	97.1%	2.9%
23.	Did you experience some problems when mastered speaking skills in online learning?	91.4%	8.6%
24.	Do you often feel inhibited about trying to say things in a foreign language in online classroom?	65.7%	40%
25.	Is practicing conversation in online English learning easier than in classroom?	45.7%	54.3%

The results shown in table above that online learning has an effect on the way of learning with 97.1% of the participants. For those who are not affected in their way of learning in online class or in conventional class, there are about 2.9% of the participants which can be seen in Question 22. This can be proven by the results of Question 25 regarding whether it is easier to practice conversation in online class than in conventional classes. 54.3% of the participants experienced it, for 45.7% of the participants chose that conventional class were easier than online class.

In Question 23, 91.4% of the participants had problems learning to speak in online class, for the remaining 8.6% of the participants did not experience some problems in online class. This is also related to Question 24 which shows 65.7% of the participants feel they often had obstacles in saying something in online class, in 40% of the participants are fluent in expressing something in online class.

As shown in the result data questionnaire presented above, many students had problems in online speaking class. The students believe that online learning has a negative impact on their capacity to speaking English. They feel that their speaking skills are not optimal when learning online, therefore they rarely interact more actively, yet they are motivated to practice speaking in online class. They also continue to expand their vocabulary by attempting to converse in English with their friends.

Some of the problems causing of speaking problems in online class are anxiety, shyness, fear of being criticized or laughed at, feeling inhibited from saying something, and being influenced by their mother tongue. Even though they are dealing with these problems, they are nevertheless motivated to learn and practice in online speaking class.

Here are the result of the interview:

B. The Result of the Interview

- **“Do you had difficulties in speaking English when you speak with your friend or lecturer in online class?”**, and the responses:

“Obviously, nervousness is the most difficult thing to avoid, I guarantee that. That is like trying to keep calm all the time, which I cannot do. Nervousness cannot be avoided.”

Based on the interview aboved, the fourth participant had self-confidence. She trying to keep calm all the time in online class, but she cannot do it.

- **“Do you believe your vocabulary knowledge is sufficient to express your thoughts and participate in a discussion on the subject?”**, the response is:

“No, it is not enough to have vocabularies since there are still many vocabularies which I do not know, and often when speaking English, that vocabulary is one of the barriers to speaking fluent English.”

According to the responded of the participant, it could be concluded that they are lack of vocabulary.

- **“Do you struggle with grammar when speaking English especially in online speaking class?”**, and here is the response:

“For me, it struggle a lot. I considered about my grammatical errors when speaking. I take grammar seriously when speaking English. When I speak English, I need to be confident; I am frightened of using the incorrect grammatical structure to arrange the words while speaking.”

It could be seen in the responded of interview part above that the students are poor of grammar. They were not having enough vocabulary to speak or arranging the words. They were thinking too much in grammar, and these two problems are also causing them to had lack of self-confidence.

The findings of this study also supported by Jannah (2021), she found the problems faced by EFL students while interacting in online classes, because of issues such as a lack of vocabulary and speaking practice, the EFL student was unable to speak English fluently. In line with Quynh (2020: 44), many problems are: (1) Improper pronunciation, (2) Before learners' translate into English, firstly learners' tendency to think in their mother tongue first, (3) had limited vocabulary, (4) lack of grammatical knowledge, (5) lack of understanding of how to apply suitable vocabulary in each context. Furthermore, learners' had significant impediments of emotional concerns. As well as a lack of confidence when talking, it might create fear of making mistakes when speaking English.

New techniques for increasing speaking problems in online classroom are: (1) Try to follow foreigners on social media who consistently produce content or videos in English, such as on YouTube, TikTok, and Instagram, (2) To find the correct pronunciation, try singing an English song, (3) Use online dictionaries or websites such as "Bravolo" and "Cambridge Online Dictionary." (4) In addition, try viewing or listening to podcasts or vlogs that can help you enhance your speaking skills. They also mentioned another strategies to dealing with speaking problems during distance learning, they try to self-talk with themselves in front of the camera or mirror while paying attention with pronunciation, they also think that read English novels is vital to expand the vocabulary, and to get self-confidence they had deep commitment to boost their ambition to speak in online class, another way to solve those problems are watching western movies to memorize a large number of vocabulary and try to combine it in sentence, so it cannot readily forgotten, and looking for friends who are motivated to learn to speak English so that they can respond back in English, asking lecturers or friends to be used to learn correct pronunciation, using online dictionaries to find out clear pronunciation, adding vocabulary, and using body language or gestures to express something but do not know what to say.

CONCLUSIONS AND SUGGESTIONS

This research was used the questionnaire and the interview as the instrument of the study. The questionnaire was used as primary data to know the majority problems

and some factors that causing the students had difficulties in speaking problems. The interview was used as secondary data to know the majority factors that hinder the students to speak and to know what strategies that they use during online speaking class. The participants of the research is EFL students in fourth semester at University of Islam Malang. The researcher chose 6 participants of the study to be interviewed after the researcher to look up the result of questionnaire to know who the students had the most problems in online speaking, 35 participants filled out the questionnaire. They believe their communication skills are still poor. There are three issues that had taken precedence above the existing speaking problems. The first problem is a lack of confidence, which makes them less able to speak and communicate with each other. The following is a prevalent difficulty with students' speaking challenges, specifically a lack of competence or understanding in their vocabulary, which can impede their capacity to talk. They forgot how to say or explain it in English. The final problem that students commonly face is a lack of grammar comprehension to appropriately create sentences.

The suggestion for the lecturers, the researcher provide information to lecturers about new information, problems and factors that are frequently encountered when speaking in online class. The researcher expected that lecturers will adopt new strategies in online English class.

For the students, the researcher hopes that the research will get an impact on students' speaking abilities. The students must recognize that speaking skills are extremely valuable in the future, thus they must practice speaking frequently using the strategies recommended by students in this study. Students put in a lot of effort to develop their English skills.

For further researcher, use the greatest and most efficient time to collect data for future researchers. This study features a short time frame and a lack of collaboration between the researcher and the study's subject. Future study should be able to detail more about the problems, factors, and methods utilized by the students, particularly EFL students, and investigate deeper into which instruments should be used next.

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