

Obstacles and Solutions in Conducting Online English Learning (Speaking Class)

Nia Noviana
English Education

Nianoviana12@gmail.com

Abstract

During this pandemic, all community activities have changes in their implementation, including learning and teaching activities, it is starting from the learning activities of students at the primary school level to the university level. All teaching and learning activities that were previously carried out face-to-face in class (or offline class) are now being shifted to online learning to reduce the spread of the Covid-19 virus. One example of a subject that has been shifted to online learning is an English speaking class. But, there are still some obstacles that occur in implementing this online learning activities. Therefore, this article is created to find out what are the obstacles that students faced when conducting online English learning, especially in speaking class subject, and also the solutions to solve it.

Key words: Obstacles, Solutions, Online English Learning, Speaking Class.

INTRODUCTION

Online learning or often called E-learning is a term that we often hear and even become one of student activities during a pandemic like this, but what is the real meaning of online learning? E-learning is information and communication technology to enable students to study anytime and anywhere (Pinem, 2018),(Endang Woro Kasih, 2018),(Mata, 2022). In other words, online learning is a learning activity that utilizes technology as a means of transferring knowledge from teachers to students, or fellow students (Heaverly & EWK, 2020),(Isnain et al., 2021),(V. A. Safitri et al., 2019).

In the implementation, online learning certainly requires devices or equipment used in online learning, the equipment can be in the form of Smartphones, Personal Computers (PCs), Tablets, Laptops and others (Amin, 2020),(SETIYANTO, 2016),(Marlyna, 2017). Besides these tools, another thing that is needed in online learning is a network or internet connection (BRONDONG, n.d.),(NASIONAL, n.d.). The role of the network or internet connection in this case is very important, because it is from the internet network that teachers and students can communicate and send information to one another, for example uploading material on online platforms, conducting discussions and presentations in online video conferencing, communicating in social media groups, and still much more (CS, 2019),(Aditomo Mahardika Putra, 2021),(Savestra et al., 2021). Online learning can also be done anywhere, it doesn't depend on the place (Celarier, n.d.),(Cindiyasari, 2017).

During a pandemic like now, all learning activities are carried out online (Kustinah & Indriawati, 2017),(Sukawirasa et al., 2008),(Hafidz, 2021). It was done to reduce the spread of the Covid-19 virus (an Environmenta, n.d.),(Yuninda, 2020). One example of a subject that has been transferred to online learning is an English speaking class (Budiman & Sidiq, n.d.),(PUSPITASARI, n.d.),(PRASETYAWAN, n.d.). English speaking class is one of the learning subjects in English that trains students' speaking skills in English (Akbar, 2019),(Bonar Siregar, 2021). If usually students and teachers will come directly to class when there is a speaking class schedule, now all activities and practices in the

speaking class are done online (Handayani et al., 2022),(Saputra, 2020a),(AS & Baihaqi, 2020).

Activities in the speaking class which are carried out online include discussing material topics, discussions, presentations, etc (Saputra, 2020b),(Suwarni et al., 2022). All series of activities are carried out online using an online platform or video conference (Damayanti et al., 2021), (An'ars, 2022),(Anars et al., 2018). However, in practice, there are still many obstacles faced by students when taking this online English speaking class (Kurniawan, 2020),(Mathar et al., 2021). Therefore, this article was written to find out about what are the obstacles that students faced when conducting online English learning, especially in speaking class subject, and also the solutions to solve it (Sanjaya et al., 2014),(Songati, 2018),(Hasan, 2018).

LITERATURE REVIEW

The unexpected situation that has befallen Indonesia and even the world today in the form of the Covid-19 virus outbreak has brought drastic changes in various sectors, one of which is the education sector (Bertarina & Arianto, 2021),(Agustina & Bertarina, 2022). The development of the virus spread very quickly (Rossi et al., 2021),(Susanto et al., 2021),(Pramita et al., n.d.). Every day the data of people infected with Covid-19 is increasing. Indonesia is one of the countries designated as a national emergency (Supriadi & Oswari, 2020),(Putri et al., 2021). The death rate due to Covid-19 has continued to increase since it was first announced that there were people who were positive for the Covid-19 virus in early March 2020 (Dharma et al., 2020),(V. A. D. Safitri & Anggara, 2019),(V. A. Safitri et al., 2020). Until now, the spread of the corona virus in Indonesia is increasing every day and this is very dangerous for students and students (Hendrastuty, 2021),(Styawati et al., 2021). This affects the changes and policy updates to be implemented. A new policy has also occurred in the world of education, which changes the learning system that is usually done face-to-face to learning at home or what is more commonly called online learning. The government's recommendation to stay at home and physical and social distancing must be followed by changes to the face-to-face learning system to become online. Based on the results of a study which explains that closing schools or colleges and being diverted to online learning during the pandemic period will prevent and break the chain of spreading Covid-19.

METHOD

In conducting this research, this research is used Descriptive Qualitative Method. The definition of Descriptive Qualitative method itself is a broad inquiry method that uses unstructured data-collection method, such as focus groups, observations, or documents. The data collecting technique used in this study was to conduct a survey using Google Form 'Questions (questionnaire). This research was conducted from 2 January 2021 until 8 January 2021. The aim from conducting this survey is used to find out student's perception about what are the obstacles or problems faced by students during online English learning, especially in speaking class subject. This article also discusses about the solutions to solve the student's obstacles or problems during online English learning.

The subject of the research are the students from Academic Writing Class (PI 18 AB) and there are about 30 students who contributed in giving their responses regarding the questioners distributed on Google Form, and the object of this research is student's

perception. This research is using perception's question as the instrument of data collecting. In this survey, there were about 5 questions submitted to participants. The questions in this survey discuss about student perceptions about what are the obstacles or problems faced by students during online English learning, especially in speaking class subject. The available answer are "yes or no" and "offline class or online class."

RESULTS AND DISCUSSION

After conducting a survey by making questions on Google Form and sharing the questioners to the participants, below are the results of the survey conducted about the obstacles or problems faced by students during online English learning, especially in speaking class subject.

No.	Questions	Answer	
		Yes	No
1.	Has a pandemic affected or changed the way you learn?	95,5%	4.5%
2.	Did you experience some problems when learned online speaking courses?	95,5%	4,5%
3.	When doing online speaking courses, did you feel that your English speaking skills were being maximized?	27,3%	72,7%
4.	Do you interact or talk English more actively in online speaking classes instead in offline class?	22,7%	77,3%
		Answer	
	Questions	Online Class	Offline Class
5.	Do you interact or talk English more actively in online speaking classes instead in offline class?	4,5%	95,5%

First, let's discuss the results obtained from question no.1, with the question "Has a pandemic affected or changed the way you learn?." From this question, it can be seen that there were 95.5% votes said "Yes" and 4.5% votes said "No." From this acquisition, we can say that the majority of students thought that the pandemic had an impact on their learning styles. They feel that their learning styles have changed since the pandemic, which previously initially studied directly in class, now students must study independently at home through online learning. Students must also be able to adapt to this new learning style and of course this somewhat different learning environment.

Next, we continue to discuss question no. 2, with the question "Did you experience some obstacles when learned online speaking courses?" From this question, it can be seen that there were 95.5% votes said "Yes" and 4.5% votes said "No." This proves that almost all students experience many obstacles when carrying out online learning in the speaking class. The obstacles they face are of course different. Below are some of the opinions expressed by several students about the obstacles they face in this online speaking class. Here are some opinions from the participants :

" Less opportunity to speak compare to offline class. As a result, sometimes I forget some vocabulary because I rarely speak English."

" I have bad signal."

" The environment is inadequate because it is noisy, so I can't concentrate."

" It is hard to understand the material."

From some of the opinions that have been conveyed by students regarding their difficulties or obstacles in this online speaking class, we get a specific data or list about what obstacles they experienced, the list is as follows:

- Students feel if they have less opportunity to speak English in online learning compare to offline class.
- They rarely speak English, as the result they forget some vocabularies.
- Bad internet conection.
- Inadequate inviroment (noisy), so they can't concentrate to learn.
- They feel, it is hard to understand the material.

From these data, it can be seen that there are quite a lot of obstacles felt by students when doing online learning, ranging from poor internet networks, unsupportive environments, until difficulties in understanding the material being taught. Of course, all the obstacles and problems that students face in learning online speaking class must be given a solution so that learning can run optimally.

Then, let's turn to question no.3, with the question "When doing online speaking courses, did you feel that your English speaking skills were being maximized?" From this question, it can be seen that there were 27.3% votes said "Yes" and 72.7% votes said "No." From these results it is clear that the majority of students felt that their speaking skills were not honed or not channeled when carrying out online learning. This can be caused by several things, such as the following:

- They seldom call someone and talk with them in English
- In online learning, the students couldn't experience a real life interaction.
- There is no partner to practice speaking skill during online learning because they are busy with their own.

Let's discuss the results of the question no.4, with the question "Do you interact or talk English more actively in online speaking classes instead in offline class?" From this question, it can be seen that there were 22.7% votes said "Yes" and 77.3% votes said "No."

So we can say that when students take online speaking classes, they feel that they are less active in interaction. As we discussed earlier, this can be because they do not have a partner to speak directly to, or are uncomfortable to speak in online speaking classes because of the poor internet signal in the area where they live, and so on.

Finally, let's discuss the results of question no.5, with the question "In your opinion, which is more effective to learn to speak English, online class or offline class?" From this question, it can be seen that 4.5% of the votes said "online class" and 95.5% of the votes said "offline class." The results of this survey indicate that students are more comfortable or more interested in learning in an offline class than in a speaking class. Because as we know, when we learn in class, there will be more interaction and containment that we can compare to learning in online classrooms. By studying in offline classes, students can also directly practice or hone the speaking skills they have. That is why the majority of participants or students prefer offline classes to learn or hone their speaking skills.

From the survey that was conducted, we already know that there are many problems or obstacles that students experience when carrying out online learning in an English speaking class. Therefore, a solution is needed to fix it. Here are some solutions that we can do to deal with student problems or obstacles when carrying out online learning in an English speaking class:

- Feel free to talk when doing video conferencing, it's okay to make mistakes, the most important thing is to try to stay active and practice speaking skills even though online learning.
- If you often forget about vocabularies because you rarely practice interacting with English, you can work around this by studying independently, how do you do it? You can try watching and listening to speeches videos on the internet to practice and improve your English vocabularies. From there you can also practice pronouncing new words that you find, while practicing, it's a good idea to show or read the subtitles of the videos you watch.
- If you have a bad internet connection, try to anticipate it before online classes start. You can find a place that has a good internet connection so that when online classes start, the possibility of getting a bad signal can be minimized.
- If you have a problem in a noisy environment, you can find the quietest place or corner in your house, and tell the people around you not to talk too loudly while you are still doing online learning.
- If you have difficulty understanding the lessons being taught, you can discuss it with your teacher, either through video conferencing or via group chat on social media. This is done so that you can better understand the material taught in the online class. You can also look for other sources on the internet to increase your understanding.

CONCLUSION

Online learning is distance learning that uses a device and also an internet connection in its implementation. During this pandemic, all students are instructed to study at home through online learning. In addition, all the subjects they do are also transferred to online learning, with no exception speaking English classes. However, in its implementation, there are many disturbances felt by students, ranging from a bad internet connection, a noisy environment, to difficulties in understanding lessons.

All the problems that the students have or feel can be overcome. For example, for the problem of students' difficulties in understanding the material, students can overcome this problem by anticipating it before the online class starts. Students can find a place that has a good internet connection so that when online classes begin, the possibility of getting a bad signal can be minimized. In conclusion, the obstacles or problems that arise when online classes take place, especially in online speaking classes with their respective solutions. Then, why do we have to provide a solution to this problem? Of course, so that our online learning can run smoothly without obstacles over time, and the most important thing is that all students can hone their English speaking skills even in unfavorable conditions.

REFERENCES

- Aditomo Mahardika Putra, R. (2021). Underground Support System Determination: A Literature Review. *International Journal of Research Publications*, 83(1), 55–68. <https://doi.org/10.47119/ijrp100831820212185>
- Agustina, A., & Bertarina, B. (2022). ANALISIS KARAKTERISTIK ALIRAN SUNGAI PADA SUNGAI CIMADUR, PROVINSI BANTEN DENGAN MENGGUNAKAN HEC-RAS. *JICE (Journal of Infrastructural in Civil Engineering)*, 3(01), 31–41.
- Akbar, A. A. (2019). *Analisa Aplikasi OVO Menggunakan Model Delone & McLean Di Kalangan Mahasiswa Universitas Airlangga*. UNIVERSITAS AIRLANGGA.
- Amin, R. (2020). *IMPLEMENTASI RESTFULL API MENGGUNAKAN ARSITEKTUR MICROSERVICE UNTUK MANAJEMEN TUGAS KULIAH (STUDI KASUS: MAHASISWA STMIK AKAKOM)*. STMIK AKAKOM Yogyakarta.
- An'ars, M. G. (2022). Sistem Informasi Manajemen Berbasis Key Performance Indicator (KPI) dalam Mengukur Kinerja Guru. *Jurnal Data Mining Dan Sistem Informasi*, 3(1), 8–18.
- an Environmenta, C. E. (n.d.). *Pr idin*.
- Anars, M. G., Munaris, M., & Nazaruddin, K. (2018). Kritik Sosial dalam Kumcer Yang Bertahan dan Binasa Perlahan dan Rancangan Pembelajarannya. *Jurnal Kata (Bahasa, Sastra, Dan Pembelajarannya)*, 6(3 Jul).
- AS, N. R., & Baihaqi, I. (2020). Studi Inspeksi Kelayakan Instalasi Dan Instrumen Tenaga Listrik. *SINUSOIDA*, 22(2), 21–33.
- Bertarina, B., & Arianto, W. (2021). ANALISIS KEBUTUHAN RUANG PARKIR (STUDI KASUS: AREA PARKIR ICT UNIVERSITAS TEKNOKRAT INDONESIA). *Jurnal Teknik Sipil*, 2(02), 67–77.
- Bonar Siregar, B. (2021). *Pengembangan Sistem Perencanaan & Bantuan KRS*. Universitas Multimedia Nusantara.
- BRONDONG, L. (n.d.). *IDENTIFIKASI DAN PREVALENSI CACING PADA SALURAN PENCERNAAN IKAN KEMBUNG (Rastrelliger brachysoma) DI PELABUHAN PERIKANAN NUSANTARA*.
- Budiman, F., & Sidiq, M. (n.d.). *RANCANG BANGUN APLIKASI SISTEM INFORMASI APLIKASI DATA PETAMBAK*.

- Celarier, M. (n.d.). *RSS New York Times–Dealbook*.
- Cindiyasari, S. A. (2017). *Analisis Pengaruh Corporate Social Responsibility, Intellectual Capital, Dan Rasio Likuiditas Terhadap Kinerja Keuangan Perusahaan (Studi Kasus Perusahaan Perbankan yang Terdaftar di Bursa Efek Indonesia (BEI) tahun 2013-2015)*.
- CS, S. A. (2019). *Analisis Pengaruh Intellectual Capital Terhadap Kinerja Keuangan Perusahaan (Studi Kasus Perusahaan Sektor Keuangan Yang Terdaftar Di Bursa Efek Indonesia (BEI) Pada Tahun 2008-2017)*. Universitas Gadjah Mada.
- Damayanti, D., Yudiantara, R., & An'ars, M. G. (2021). SISTEM PENILAIAN RAPOR PESERTA DIDIK BERBASIS WEB SECARA MULTIUSER. *Jurnal Informatika Dan Rekayasa Perangkat Lunak*, 2(4), 447–453.
- Dharma, F., Shabrina, S., Noviana, A., Tahir, M., Hendrastuty, N., & Wahyono, W. (2020). Prediction of Indonesian inflation rate using regression model based on genetic algorithms. *Jurnal Online Informatika*, 5(1), 45–52.
- Endang Woro Kasih, E. (2018). Formulating Western Fiction in Garrett Touch of Texas. *Arab World English Journal For Translation and Literary Studies*, 2(2), 142–155. <https://doi.org/10.24093/awejtls/vol2no2.10>
- Hafidz, D. A. (2021). *Pengembangan Sistem Informasi Edukasi dan Pemasaran Hasil Pertanian di Tulang Bawang*.
- Handayani, M. A., Suwarni, E., Fernando, Y., Fitri, F., Saputra, F. E., & Candra, A. (2022). PENGELOLAAN KEUANGAN BISNIS DAN UMKM DI DESA BALAIREJO. *Suluh Abdi*, 4(1), 1–7.
- Hasan, A. F. (2018). *400 Kebiasaan Keliru dalam Hidup Muslim*. Elex Media Komputindo.
- Heaverly, A., & EWK, E. N. (2020). Jane Austen's View on the Industrial Revolution in *Pride and Prejudice*. *Linguistics and Literature Journal*, 1(1), 1–6. <https://doi.org/10.33365/lj.v1i1.216>
- Hendrastuty, N. (2021). Rancang Bangun Aplikasi Monitoring Santri Berbasis Android (Studi Kasus: Pesantren Nurul Ikhwan Maros). *Jurnal Data Mining Dan Sistem Informasi*, 2(2), 21–34.
- Isnain, A. R., Hendrastuty, N., Andraini, L., Studi, P., Informasi, S., Indonesia, U. T., Informatika, P. S., Indonesia, U. T., Studi, P., Komputer, T., Indonesia, U. T., & Lampung, K. B. (2021). *Comparison of Support Vector Machine and Naïve Bayes on Twitter Data Sentiment Analysis*. 6(1), 56–60.
- Kurniawan, A. H. (2020). Konsep Altmetrics dalam Mengukur Faktor Dampak Artikel Melalui Academic Social Media dan Non-academic Social Media. *UNILIB: Jurnal Perpustakaan*, 11(1), 43–49.
- Kustinah, S., & Indriawati, W. (2017). Pengaruh Perputaran Persediaan dan Perputaran Piutang Terhadap Profitabilitas Pada Unit Usaha Toserba Koperasi PT LEN Bandung. *Journal Study & Accounting Research*, 14(1), 27–35.
- Marlyna, D. (2017). Pengaruh Peran Auditor Intern Terhadap Kinerja Perusahaan Angkutan Sungai, Danau Dan Penyeberangan. *Jurnal Ilmiah GEMA EKONOMI*, 3(2 Agustus), 321–332.
- Mata, K. (2022). Peningkatan pengetahuan pelajar dan mahasiswa dalam kesehatan mata di masa pandemi covid-19 melalui edukasi kesehatan mata. *Kesehatan Mata*, 1, 227–232.
- Mathar, T., Hijrana, H., Haruddin, H., Akbar, A. K., Irawati, I., & Satriani, S. (2021). The Role of UIN Alauddin Makassar Library in Supporting MBKM Program. *Proceedings of the International Conference on Social and Islamic Studies (SIS) 2021*.
- NASIONAL, P. P. (n.d.). *KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN*.
- Pinem, Y. A. (2018). Encouraging healthy literacy: The interconnection between reading

- toward writing in social media. *Language in the Online and Offline World 6: The Fortitude*, 360–366.
- Pramita, G., Lestari, F., & Bertarina, B. (n.d.). Study on the Performance of Signaled Intersections in the City of Bandar Lampung (Case Study of JL. Sultan Agung-Kimaja Intersection during Covid-19. *Jurnal Teknik Sipil*, 20(2).
- PRASETYAWAN, D. W. I. G. (n.d.). *LAPORAN INDIVIDU PRAKTIK PENGALAMAN LAPANGAN (PPL) DI SD NEGERI TLOGOADI PERIODE 10 AGUSTUS–12 SEPTEMBER 2015*.
- PUSPITASARI, R. D. (n.d.). *LAPORAN KEGIATAN PRAKTIK PENGALAMAN LAPANGAN (PPL) DI SD NEGERI TLOGOADI PERIODE 10 AGUSTUS–12 SEPTEMBER 2015*.
- Putri, N. U., Rossi, F., Jayadi, A., Sembiring, J. P., & Maulana, H. (2021). Analysis of Frequency Stability with SCES's type of Virtual Inertia Control for The IEEE 9 Bus System. *2021 International Conference on Computer Science, Information Technology, and Electrical Engineering (ICOMITEE)*, 191–196.
- Rossi, F., Sembiring, J. P., Jayadi, A., Putri, N. U., & Nugroho, P. (2021). Implementation of Fuzzy Logic in PLC for Three-Story Elevator Control System. *2021 International Conference on Computer Science, Information Technology, and Electrical Engineering (ICOMITEE)*, 179–185.
- Safitri, V. A. D., & Anggara, B. (2019). FACTORS THAT AFFECT THE COMPANY INNOVATION. II. In *TradersUluslararası Ticaret Kongresi Kongre Kitabı The Second InTraders International Conference on International Trade Conference Book*, 230.
- Safitri, V. A., Sari, L., & Gamayuni, R. R. (2019). Research and Development, Environmental Investments, to Eco-Efficiency, and Firm Value. *The Indonesian Journal of Accounting Research*, 22(03), 377–396. <https://doi.org/10.33312/ijar.446>
- Safitri, V. A., Sari, L., & Gamayuni, R. R. (2020). Research and Development (R&D), Environmental Investments, to Eco-Efficiency, and Firm Value. *The Indonesian Journal of Accounting Research*, 22(3).
- Sanjaya, R., Nurweni, A., & Hasan, H. (2014). The Implementation of Asian-parliamentary Debate in Teaching Speaking at Senior High School. *U-JET*, 3(8).
- Saputra, F. E. (2020a). Analisis faktor-faktor yang mempengaruhi Kinerja Keuangan Bank Umum Syariah yang terdaftar di Bursa Efek Indonesia (BEI) Periode 2016-2018. *TECHNOBIZ: International Journal of Business*, 3(1), 45–50.
- Saputra, F. E. (2020b). *ANALISIS PENGARUH FDR, BOPO, DAN NPF TERHADAP KINERJA BANK UMUM SYARIAH DI INDONESIA PERIODE TAHUN JANUARI 2015 S/D JULI 2020*. Universitas Teknokrat Indonesia.
- Savestra, F., Hermuningsih, S., & Wiyono, G. (2021). Peran Struktur Modal Sebagai Moderasi Penguatan Kinerja Keuangan Perusahaan. *Jurnal Ekonika: Jurnal Ekonomi Universitas Kadiri*, 6(1), 121–129.
- SETIYANTO, A. (2016). *PENATAAN KELEMBAGAAN PRODUKSI UNTUK PENINGKATAN NILAI TAMBAH STUDI KASUS PADA ASOSIASI PRIMA SEMBADA*. Universitas Gadjah Mada.
- Songati, N. C. (2018). *An assessment of pedagogical strategies of teaching English at ordinary secondary level: a case of Kasulu district in Tanzania*. The University of Dodoma.
- Styawati, S., Hendrastuty, N., & Isnain, A. R. (2021). Analisis Sentimen Masyarakat Terhadap Program Kartu Prakerja Pada Twitter Dengan Metode Support Vector Machine. *Jurnal Informatika: Jurnal Pengembangan IT*, 6(3), 150–155.

- Sukawirasa, I. K. A., Udayana, I. G. A., Mahendra, I. M. Y., Saputra, G. D. D., & Mahendra, I. B. M. (2008). Implementasi Data Warehouse Dan Penerapannya Pada PHI-Minimart Dengan Menggunakan Tools Pentaho dan Power BI. *Jurnal Elektronik Ilmu Komputer Udayana P-ISSN*, 2301, 5373.
- Supriadi, A., & Oswari, T. (2020). Analysis of Geographical Information System (GIS) design aplication in the Fire Department of Depok City. *Technium Soc. Sci. J.*, 8, 1.
- Susanto, T., Setiawan, M. B., Jayadi, A., Rossi, F., Hamdhi, A., & Sembiring, J. P. (2021). Application of Unmanned Aircraft PID Control System for Roll, Pitch and Yaw Stability on Fixed Wings. *2021 International Conference on Computer Science, Information Technology, and Electrical Engineering (ICOMITEE)*, 186–190.
- Suwarni, E., Handayani, M. A., Fernando, Y., Saputra, F. E., & Candra, A. (2022). Penerapan Sistem Pemasaran berbasis E-Commerce pada Produk Batik Tulis di Desa Balairejo. *Jurnal Pengabdian Masyarakat Indonesia*, 2(2), 187–192.
- Yuninda, P. (2020). *The Use of Macromedia Flash as a Media in Learning Vocabulary at Third Grade of SDN Pademawu Barat IV Pamekasan*. INSTITUT AGAMA ISLAM NEGERI MADURA.