INVESTIGATING STUDENTS' OBSTACLES OF SPEAKING SKILLS DURING ONLINE LEARNING

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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 subject that shifted from face-to-face in class to online is English subject. In online English learning, students used a variety of media to support the running of the online class. Learning media that are commonly used in online classes, for example like video conferencing applications (Zoom Meeting, Google Meet) and other online platforms. The goal from learning English itself is to be able to communicate fluently in English. But, there are still some problems that faced by students in mastering English speaking skill in online learning. Therefore, this article is created to find out about what are the problems that students faced when mastering English speaking skill in online learning, and also the solutions to solve it.

Key words: problems, speaking skills, online learning

INTRODUCTION

What comes to your mind when you hear about online learning? Are you thinking about Google Classroom, Google Meet, or Zoom Meeting? Online learning or often called E-learning is a term that we often hear and even become one of students activities during pandemic like nowadays, but what is the real meaning of online learning? E-learning is information and communication technology to enable students to study anytime and anywhere (Sinaga & Pustika, 2021; Yudiawan et al., 2021). In other words, online learning is a learning activity that utilizes technology as a means of transferring knowledge from lecturers to students, or fellow students. Ayu, (202); Mandasari & Aminatun (2020) states that online learning in a few colleges in Indonesia may give available and most recent education data to all levels.

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 (Ayu & Pratiwi, 2021; F. M. Sari & Oktaviani, 2021). Besides these tools, another thing that is needed in online learning is a network or internet connection (Kuswoyo & Wahyudin, 2017; Oktaviani, n.d.; F. M. Sari, 2015). 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 others (Mandasari, 2020; F. M. Sari, 2020). In conducting online learning, students do not need to come to classroom, they can easily access the material from home (Oktaviani & Sari, 2020; Pustika, 2020).

This online learning activities were done to reduce the spread of the Covid-19 virus. One example of a subject that has been transferred to online learning is an English subject. English is a language that acts as the language used by most countries in the world (international language) today (Oktaviani & Desiarti, 2019; Pustika & Wiedarti, 2019). Sinaga & Oktaviani (2020) also state that as a worldwide language, English plays an vital part within the world. Pustika (2021) states that to be globalized civilians, some people need English as an important skill. This subject itself learns about vocabularies, grammar, until how to speak in English (Mandasari & Wahyudin, 2021; Rido & Sari, 2018; F. M. Sari, 2016). If usually students and teachers will come directly to class when there is a English class schedule, now all activities and practices in the English class are done online. One of the goals when people learning English is to be able to communicate fluently in English, or master speaking skills. According to Mandasari & Aminatun (2019) state that in English dialect educating, talking skill gets to be one of imperative aptitudes to instruct. However, in practice, there are still many problems faced by students when mastering English speaking skil (Febriantini et al., 2021; Kuswoyo & Wahyudin, 2017; F. M. Sari, n.d.). Therefore, there are many researchers who are interested in researching about the problems faced by students when mastering English speaking skills (Rahmania & Mandasari, 2021; S. N. Sari & Aminatun, 2021).

LITERATURE REVIEW

Apriyanti & Ayu (2020); Putri & Sari (2020) has conducted research about the difficulties faced by English department students in learning speaking. The lack of vocabulary is also being one of the common problems found in this study. Efforts made by students to overcome the difficulties they face have not succeeded in overcoming the difficulties they face when learning speaking.

Besides, Oktaviani (2017); Yulianti & Sulistyawati, n.d.) has researched about the EFL learners' English speaking difficulties and also the strategy they use to overcome their

difficulties in speaking. From this study, the researcher were able to find several problems that caused EFL learners to have difficulty in learning speaking, such as not confidence, fear of making mistakes and also nervous (psychological problems). In addition, there is also linguistic problem that learners face, for example is the lack of vocabularies. There is also environmental problem they face, for example the lack of conversation topics to practice English conversation. The strategy that EFL learners use to overcome this problem are to practice speaking English and also use body language to communicate in English better (Kardiansyah & Qodriani, 2018; Suprayogi & Pranoto, 2020; Utami et al., 2020).

There are several reasons that make English language students have difficulties when studying in speaking classes, such as fear of making mistakes, lack of confidence, anxiety, and sometimes they are still embarrassed to express their speaking skills (Damayanti & Listyani, 2020; Pranoto & Suprayogi, 2020).

The findings from previous studies that have been carried out by previous researchers are the driving factors for conducting research entitled " Investigating Students' Obstacles of Speaking Skills During Online Learning." The research conducted is certainly different from the research that has been done before. If the previous research only discussed the problems faced by students when learning or mastering English speaking skill, the research that will be conducted now will discuss about the problems or obstacles faced by students in mastering speaking skill during online English learning, and also the solutions to solve it.

METHOD

In conducting this study, the researcher 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 (Pahdi et al., 2020; Suwarni & Handayani, 2021). The data collecting technique used in this study was to conduct a survey using Google Form 'Questions (questionnaire). The aim from conducting this survey is used to find out students perception about what are the problems or obstacles faced by students in mastering speaking skill during online English learning. This article also discusses about the solutions to solve the student's problems or obstacles during online English learning.

The subjects of the research are the students from English Education major in Universitas Teknokrat Indonesia, especially students from PI18A class. There are about 20 students who will contribute in giving their responses regarding the questioners distributed on

Google Form. The object of this research is student's perception. This research is using perception's question as the instrument of data collecting. The questions in this survey discuss about student perceptions about what are the problems or obstacles faced by students in mastering speaking skill during online English learning.

RESULTS AND DISCUSSION

Below is a table of survey or research results that has been carried out by researcher. Researcher distributed questionnaires to participants via Google Form, and the following data were obtained:

No.	Questions	Answer	
		Yes	No
1.	Has an online learning affected or changed the way you learn?	100%	0%
2.	When doing online speaking learning, did you feel that your English speaking skill was being maximized?	22,2%	77,8%
3.	Did you experience some problems when mastered speaking skill ini online learning?	100%	0%
4.	Did you often practice your English speaking skill during online learning?	33,3%	66,7%
5.	Do you interact more actively in online learning?	33,3%	66,7%
6.	Can online English learning increase your motivation to often practice your speaking skills?	44,4%	55,6%
7.	Does your new vocabulary list increase when you mastered speaking skills in online English learning?	33,3%	66,7%
8.	Did your mispronunciations in speaking decrease during online English learning?	38,9%	61,1%
9.	Do you still often have difficulty in arranging words (grammatical errors) when speaking in online English learning?	83,3%	16,7%
10.	Is practicing conversation in online English learning easier than in classroom?	27,8%	72,2%

We will discuss the results of the first questionnaire. The first questionnaire contains the question "Has an online learning affected or changed the way you learned?" The results or answers obtained from this questionnaire are that all participants (100%) answered "Yess." This shows that online learning does have an effect on changes in the way students learn. If in the classroom, students learn face-to-face, but in online class they must be accustomed to using electric devices and also online learning applications when carrying out online learning. The activities they used to do in class or outside the classroom, but in online classes they usually carry out learning activities on online platforms, such as Zoom

Meetings, Google Meet, and others. This change has caused several problems in mastering some skills they need, for example like English speaking skill.

The problems faced by students in mastering English speaking skills can be seen from the results or answers to questionnaires number two and three. Questionnaire number two contains the question "When doing online speaking learning, did you feel that your English speaking skill was being maximized?" From this questionnaire, the results showed that there were 77.8% of participants who participated in filling out the questionnaires answered "No," while the rest (22.2%) answered "Yes." It can be said that the majority of students feel that their English speaking skills are not honed to the maximum. This is because many students experience many obstacles. We can see from the result questionnaires number three which contains the question "Did you experience some problems when mastered speaking skill is online learning?" The results show that all participants (100%) answered "Yes," while none answered "No." This is the reason why the majority of students feel that their English speaking skills were not being maximized during online learning.

Next, we will discuss the result of questionnaire numbers four and five. Questionnaire number four asks the question "Did you often practice your English speaking skills during online learning?" The result of this questionnaire shows that the majority of participants answered "No" with a score of "66, 7%." This proves that one of the problems faced by students when mastering the ability to speak English is due to lack of practice during online learning. This problem does not mean that it appears without a cause. Questionnaire number five has something to do with this issue. Questionnaire number five contains the question "Do you interact more actively in online learning?" The result of questionnaire number five shows the same results as questionnaire number four. It can be said that there are more students who feel that they do not interact actively in online classes. This is because many students have a lot of difficulty interacting with each other because sometimes they have a bad connection when doing speaking in online meetings, so interactions between fellow students or between students and lecturer are hampered (Lestari & Wahyudin, 2020; Mandasari, 2020; Mandasari & Aminatun, 2020a). This is what makes students not more active in interacting in online learning. In addition, the absence of partners (such as in offline classes) is one of the factors that causes students to interact less actively in offline classes.

Questionnaire number six is also the cause of students' problems when mastering English speaking skills during online learning. Questionnaire number six shows that quite a lot of students are less motivated to practice their English speaking skills. There are 55.6% of participants who answered "No," while 44.4% of participants answered "Yes." This is because they feel uncomfortable and less motivated when studying online. In addition, they feel that they have limitations to express when they have online classroom. So, many students choose just to be silent during online learning.

The next questionnaire that we will discuss is questionnaire number seven. This questionnaire contains the question "Does your new vocabulary list increase when you mastered speaking skills in online English learning?" The result of this questionnaire shows that there are 66.7% of participants who answered "No" and 33.3% who answered "Yes." This shows that many students feel that when they mastered English speaking skills in online learning, their new vocabulary list does not increase. This is because they forget many of the vocabularies that they have memorized. Why is that so? This is because during online learning they become more passive and rarely practice their speaking skills. So, because they rarely practice speaking and use vocabularies in English, this is what causes students' vocabulary lists do not increase when they mastered English speaking skills in online learning (Thornton & Houser, 2005).

The result of the next questionnaire is the result of questionnaire number eight and nine. Questionnaire number eight contains the question "Did your mispronunciations in speaking decrease during online English learning?" It can be seen that there are 61.1% of participants who answered "No" and 38.9% of participants answered "Yes." This proves that many students have problems with mispronunciations during mastered English speaking skills in online learning. In addition to the problem of mispronunciations, there is also a problem with grammatical errors mentioned in questionnaire number 9. Questionnaire number nine itself contains the question "Do you still often have difficulty in arranging words (grammatical errors) when speaking in online English learning?" The result of this questionnaire shows that the majority of participants (83.3%) have grammar problems in online learning. These two problems arise because they rarely practice their speaking skills. So, they often forget or are not familiar with how to pronounce words and also the correct word structure (grammar).

The last questionnaire is the result of questionnaire number ten. Questionnaire number ten contains the question "Is practicing conversation in online English learning easier than in

classroom?" 72.2% of participants answered "No", while 27.8% of participants answered "Yes." This shows that students find it easier to carry out learning or mastery of English speaking skills in the classroom. There are many reasons underlying this opinion, including some students who find it difficult to understand the material in online learning, difficult to interact with each other, less motivated when studying online, etc.

After discussing various student problems when mastered English speaking skills in online learning, the next thing to discuss is about solutions to solve the problems faced by students in online learning. Below are some solutions to solve the student's problems in mastering English speaking skills during online learning.

- 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. You can try to find text in the form of narrative text, recount text and etc, and try to find the new vocabularies from there. Don't forget to always write the new vocabulary in your notes.

- If you have difficulty in pronunciations, you can try watching and listening to speeches videos on the internet to practice and improve your English pronunciations. From there, you can practice pronouncing new words that you find. When practicing, it's a good idea to show or read the subtitles of the videos you watch.

- If you have difficulty in grammar, you can learn some grammatical rules in internet or other sources first. Then, do the exercises about it. It will help you to master English grammar.

- If you have difficulty in 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

E-Learning is an educational system or concept that utilizes information technology in the teaching and learning process (Saputra & Pasha, 2021; Suryono & Subriadi, 2016). Learning using e-Learning can be done anywhere, at school or at home, even if we are

outside, we can as long as we are connected to the internet network. Learning to use e-Learning also has benefits including 1. Flexibility. e-Learning provides flexibility in choosing the time and place to access the trip. 2. Independent Learning. e-Learning provides an opportunity for learners to independently control the success of learning.

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