



**THE EFL STUDENTS' CHALLENGE AND PROBLEM ON
SPEAKING ACTIVITIES DURING ONLINE LEARNING**

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SPEAKING ACTIVITIES DURING ONLINE LEARNING**

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ABSTRACT

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COVID-19 pandemic has interrupted the teaching and learning process at educational institution and it changes the face-to-face learning into online learning. Unfortunately, online learning has its own challenges and problems for EFL students to speak in English during class.

The purpose of this research was to investigate the EFL students' challenges on speaking activities during online learning and EFL students' problems on speaking activities during online learning. The data were collected by qualitative method within questionnaire and interview. There were sixth semester students of English Education Department of University of Islam Malang as participants of this research with 30 questionnaire participants and 4 interview representative participants.

Qualitative case study was used in this research, the data were collected by online within questionnaire and interview. The questionnaire and interview used English. The questionnaire was adopted from Fitriani (2020), and the interview was adapted from Jannah (2021).

The data were analyzed based on theory from Sugiyono (2015). From the data investigation, students have many challenges on speaking activities during online learning, most of students felt there is no motivation, less understanding and lack of self-confidence. Then, students also faced several problems on speaking activities there were internet network, students' devices, online learning environment, less interaction and limited time. As a result, online learning is not effective for speaking activities. Which means, the EFL students prefer face-to-face learning to online learning.

CHAPTER I

INTRODUCTION

In this study, the researcher presents some points related to the introduction of the study. They are background of study, statement of the problems, research objectives, hypothesis, significance of the study, scope and limitation of the study and the definition of key terms.

1.1 Background of the Research

At the end of 2019, there was a new dangerous virus called Corona Virus Diseases (COVID-19). This virus began to spread in Indonesia in March 2020. The COVID-19 pandemic has interrupted human activities for a few months until several years, including the teaching and learning process at school and college. This pandemic of COVID-19 has not ended, it changes offline learning into online learning. As a result, all the educational institutions carry out online learning. The teachers and students are required to do online learning, and they have teaching and learning activities by communicating from their gadgets, including smartphones, computers, tablets, notebooks, or other gadgets that can support online learning. Unfortunately, applying technology to support online learning to teaching and learning activities is not as easy as imagined. Therefore, this is a new challenge for the university students to learn English during pandemic, however, the students and lecturers had equipped with online learning methods.

Online learning might be efficient, but in enlightening the speaking ability of English Foreign Language students' online learning have its own challenges and

problems. Learning to speak a language is probably more difficult than learning to comprehend it. Having the ability to communicate implies that one has bravery or confidence (Abdullah, 2017). There are some online learning weaknesses; lack of interaction with others, physical or psychic attention and passive interaction, that's why English Foreign Language students' being lazy to interact and communicate with others during online learning. As a result, it goes a bad way for students to improve speaking ability, if face-to-face (offline learning) still can't be implemented. According to Rahmawati et al. (2021), students cannot do the speaking activities as much as possible, because there is no contact that encourages the students to speaks that may be directly implied in order to improve their speaking abilities.

Teaching and learning processes are more effective implemented in the classroom, the classroom atmosphere is very important to support speaking activities. Classroom is a place where English Foreign Language students' can practice their speaking ability to interact with each other's. According to Jannah (2021), the interaction between lecture and students, students with students as classroom atmosphere together take a part to the classroom environment. The main purpose of learning to speak is to speak effectively and fluently (Wulandari, 2020). It implies that students can connect with people orally and use their speaking abilities in the classroom, society and throughout the world. The factual factor in the speaking activities is unresponsive to learning how to talk (Wulandari, 2020).

In pandemic situation, English Foreign Language students must do speaking activities in different situation and atmosphere. This is a new challenge and problem

for English Foreign Language students', that how they adapt the new online habit, moreover they have to do indirect speaking activities. According to Salleh et al. (2020), stated that online learning has a negative effect for the students (1) no self-discipline, (2) no face-to-face interaction and contact and (3) it is hard to do perfect online learning. Those are why nowadays educators and students does not like to have online teaching and learning activities. It makes students feel difficult speaking English during lessons. Lectures pursue to include online learning media into their courses despite having limited insight of how their students use online learning media to improve their speaking ability. Because, the main center of learning process is students, lectures must recognize their thoughts on online learning in order to aid students evolving educational activities that allow students to enhance their speaking abilities.

Speaking activities using English has become EFL students' habit during class, and speaking skill is one of English skills that must be mastered by EFL students. Speaking skill to the English Foreign Language students are accustomed to communicating and interacting in English face to face during teaching and learning activities in the classroom. Speaking is a system of expression in which someone interacts in (Armasita, 2017). In other words, speaking skill need direct interactions and this online situation is something that is challenging for the English Foreign Language students to improve their speaking activities towards speaking ability, because when a student has good speaking skills, they will be more active in class but now they must do the speaking activities online (Dhawan, 2020).

Learning to speak is to lead students to communicate with a good pronunciation (Baron, 2020). Speaking ability is different than other English skills, some studies showed that students are lack to mastering speaking ability. In fact, speaking skill is not easy at all. According to Sayuri (2016), there are three obstacles in speaking for students; less reading, students rarely speak English outside of class hours and grammar error. All those problems, interaction is the most important to improve speaking ability and it also concern for the students' dealings in progress speaking ability (Saeed et al., 2016). Knowing how to talk fluently entails having a thorough understanding of linguistic features and the capacity to comprehend information and language on the go (Harmer, 2007).

However, in Indonesia speaking English is still struggle for students and it is not always used in social environment of students in online class. Besides that, English Foreign Language students are required to use English as a language for their communication tool to interact with each other during class. When English Foreign Language student speaking English during teaching and learning activity, indirectly they have built their speaking ability. According to Jannah (2021), classroom environment supporting students to be success in speaking activities. Which means, EFL students need direct interaction to improve their speaking ability.

Based on this, the main phenomenon needs to be discussed in this situation is the EFL students' challenges on speaking activities during online learning, that might be explained. Since its use of online learning in many parts of life, including

education, students, educators, and parents will facing new problems and challenges.

Therefore, based on the background of this research, there are still undiscussed challenges and problems that have not been found. So, the researcher needs to investigate further and deeply about the English Foreign Language students' challenge on speaking activities during online learning.

1.2 Research Problems

The research problems of this study are formulated as follows:

1. What challenges are felt by EFL students on speaking activities during online learning?
2. What problems are faced by EFL students on speaking activities during online learning?

1.3 Research Objective

The objectives of the study based on the background of the study are as follows:

1. To investigate the challenges of EFL students' felt on speaking activities during online learning
2. To investigate the problems of EFL students faced on speaking activities during online learning

1.4 Significance of Research

This study can be useful for the lecturers and the students. The lecturers can develop various online learning method to conducted speaking activities. The students can motivate their learning aspects and speaking activities on online

learning by knowing the several challenges and problems happened in this research.

This research is expected to give more information:

1. For EFL students, it is expected to increase students' motivation to practice their speaking skills.
2. For English lecturers, it is hoped to give information about the challenges and problems of English Foreign Language students on speaking activities during online learning.
3. For English teachers, it is hoped to give information about the challenges and problems of English Foreign Language students on speaking activities during online learning.
4. For further researchers, it is hoped to investigate other challenges and problems relate to the speaking activities during online learning and how to solve it.

1.5 Scope and Limitation of the Research ★★★★★

1.5.1 Scope of the Research

The research focuses on the EFL students' challenges and problems on speaking activities during online learning on COVID-19 pandemic.

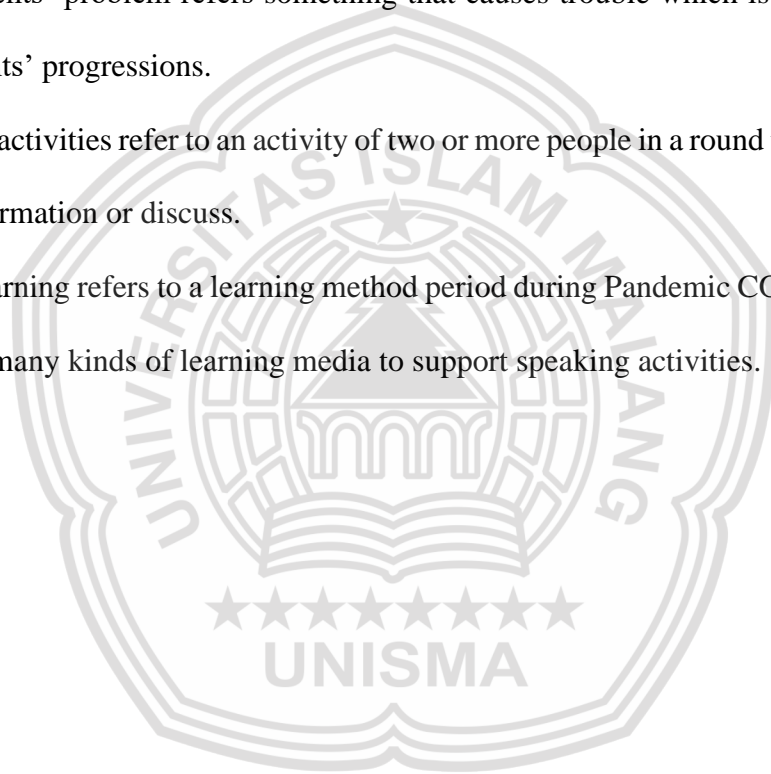
1.5.2 Limitation of the Research

The limitation of this research, the researcher had done the investigation by indirect observations due the COVID-19 pandemic still continuing to spread around and the participants were study from home. Additionally, this research only focused on exploring deeply about EFL students' challenges and problem on speaking activities during online learning. The participants in this research are limited it made

the responses to the questions regarding to the research problems tend to be monotonous and few.

1.6 Definition of Key Terms

1. EFL students' challenge refers to something that students' feel unusual and unfamiliar things that happens in certain situation.
2. EFL students' problem refers something that causes trouble which is restricts the students' progressions.
3. Speaking activities refer to an activity of two or more people in a round to gather some information or discuss.
4. Online learning refers to a learning method period during Pandemic COVID-19 by using many kinds of learning media to support speaking activities.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This research was occasioned based on research problems and findings. In COVID-19 pandemic the EFL students required to study at home, it means they must do the speaking activities from home. Even though the student felt normally on class during online learning, but in this pandemic situation they need to adapt the new learning method that is not easy for them do it. Students have no motivation to learn and felt unconfident to speak English because, online learning makes the EFL students need to interact and communicate with others through gadgets all the time. They stated that online learning, are not easy to do speaking activities. This signposted related to the first findings, from the questionnaire and interview showed that they are felt several challenges on speaking activities during online class.

Second, the EFL students' felt normally on enhances their speaking skill, nonetheless English online class cannot support the students to improve their speaking skill. In order that, online learning environment effects on EFL students' learning behavior and speaking activities. It means, the EFL students faced several problems that restricted their speaking activities. The students had no thought on developing their idea yet, limited time on classroom makes them cannot freely express their idea. Internet network and students' devices can interrupt the students speaking activities during online class. Speaking online class is not fun as face-to-face, the students' have to interact with their classmate and lecturers through their

gadgets. Through communicating instead of students' gadgets makes they are not more active in online group discussion, which means the students are getting less of interaction and communication between students-students and students-lecturer. This signposted point to the second findings, from the questionnaire and interview showed that they are faced several problems on speaking activities during online class.

Based on the main result, it can conclude that speaking activities during online learning are not effective, it showed that there are a lot of challenges and problems from its personality and online learning environment that EFL students faced. So, the EFL students are prefer face-to-face learning to online learning, the EFL students are more confident and enjoyable to express their ideas during the offline class.

5.2 Suggestions

Based on the result of the finding and discussion, there are suggestions are intended for EFL students, English lecturer and further researcher.

5.2.1 For EFL Students

It is necessary to motivate the EFL students to increase their speaking skill and keep on learning during online class by realizing the challenges and problems. EFL students may increase interaction and establish good communication to have active learning communication. Practice and learn pronunciation and new vocabulary. Do not be afraid to learn English and do not need be scared to make mistakes because the more mistakes, the more lessons learned.

5.2.2 For English Lecturer

It is appropriate to apply various learning methods in guiding, communicating and interacting with EFL students in the online classroom. The use of diverse learning methods or media may increase the enthusiasm and motivation of EFL students in speaking English for speaking activities. It is recommended to keep guiding EFL students when they find it difficult to speak English properly.

5.2.3 For English Teacher

Keep providing students as many chances to make them speaking English as possible by building an active English vibe on class, that involves with collaborative work, credible materials and activities, and sharing information. Try to engage each student in every speaking activity by giving extra practice to speak English by knowing their speaking challenges and problems.

5.2.4 For Further Researcher

Conducting speaking activities in online classes is challenging. The situations are relatively different from face-to-face learning, where EFL students can actively interact and communicate in English. Therefore, this research does not fully discover the EFL students' challenge and the problems on speaking activities during online learning. This study only uses questionnaires and interviews to collect data, and participants are moderately limited. Further research is required to find out more challenges and problems also the strategies how to solve it, with wider participants and research methods.

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