



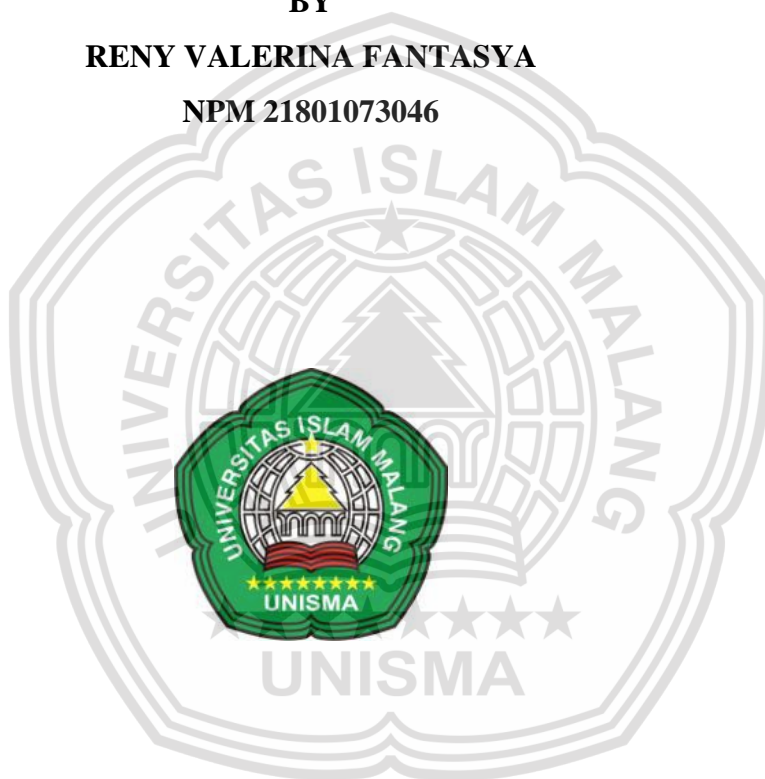
**AN ANALYSIS OF STUDENTS' SPEAKING PROBLEMS IN ONLINE
CLASSROOM: HOW THEY COMMUNICATE DURING DISTANCE
LEARNING**

SKRIPSI

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ABSTRACT

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Keywords: Speaking problems, online

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 indicated that EFL students had almost the same problems. They felt that their speaking skills are not optimal when learning online, but they were motivated to online learning because their ambition to expand their speaking skill. Most of their speaking problems were lack of confidence when asked to speak, and then they were also lack of vocabulary, and the last majority problem was lack of grammar knowledge. While for the factors that they are experiencing in terms of psychology, linguistics, environment and learning methods. To solve some of those problems, they used many uniques and easy ways for everyone to do. The methods are watching western movies with subtitles, making videos by talking to yourself, looking for friends to talk to, asking lecturer and friend to boost speaking skill, using Bravolo and the Cambridge dictionary online, looking for content creators who make English content on YouTube, TikTok, or Instagram, singing an English song, and lastly try to listen and watch podcasts or vlogs.

Regarding 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.

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research problem, objective of research, significance of research, scope and limitation of the research, and definition of key terms.

1.1 Background of the Study

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. The teacher can use online media to teach the students, such as Zoom, Google Meet, Microsoft Teams, or so on.

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.

In line with Pratiwi and Prihatini (2021:43), owing to the fact that research indicated that students have some problems and difficulties in speaking online class during Covid Pandemic. The result of their research are indicates that

students' is shyness, students' motivation in speaking class is still low while they practice speaking English, and they have nothing to do with vocabulary. Well, at this point, speaking is challenging for them.

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. The students in these online classroom have problems in speaking class. Some students are unable to communicate in English fluently. There are numerous reasons why students struggle with their speaking performance during distance learning.

As the outcome, research into this topic is critical in order to determine the underlying causes of the majority of students' English-speaking problems during online learning. Based on the reasons above, the researcher wanted to know the students' problems in learning speaking and the factors that contributed to their problems. Based on the preceding discussion, the researcher decided to undertake a study in titled **“An Analysis of Students' Speaking Problems in Online Classroom: How They Communicate during Distance Learning”**.

1.2 Research Problem

Based on the prior discussion, the followings are the problem of the study:

- 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?

1.3 Objective of Research

This study aims to describe:

- 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.

1.4 Significance of Research

The research has two significance: theoretical significance and practical significance. As demonstrated:

1.4.1 Theoretical Significance

This study can be barometer by someone who wants to conduct research on speaking skill which geared toward in online classes for distance learning. For further researchers is expected that this study can be developed with similar research based on the ongoing situation. In this research provides a solution to be able to find a way out of speaking problems, for instance, the strategies used by students that can help them communicate smoothly, especially in online learning.

1.4.2 Practical Significance

In addition to its theoretical significance, the researcher expects that this study can have an impact on students' daily lives and both the readers and the teachers.

a) For the students:

When students have speaking problems, this study can be used as feedback to help them improve their speaking skills. It can provide students with valuable ideas and information.

b) For the readers:

This research is also expected to provide a useful overview and additional information for readers, particularly English majors, about the problems that are frequently encountered in English speaking skills in the online learning era and later useful in this digital era of technology.

c) For the lecturers:

The findings of this study may be helpful for English lecturers who apply the speaking method when they teach speaking classes, especially in online class during distance learning.

1.5 Scope and Limitation of the Research

This study focuses on English Department students, specifically fourth semester students, at the University of Islam Malang with the goal of investigating the problem of speaking skills when a pandemic occurs in online classroom and what strategies are appropriate for speaking skills in online classroom in the current technological era that may be used in the future. The researcher conducted with questionnaire and interview.

Based on the problems collected, the researcher investigates about factors, problems, and strategies used by fourth semester students in speaking online classroom.

Due to the lack of direct feedback, it was difficult for students to compromise with the researcher. It took a long time for students to be able to participate in this research online because we did not meet face to face, so only some of them filled out the researcher's questionnaire.

1.6 Definition of Key Terms

To avoid misunderstanding, confusion, and ambiguity of the terms used in the study, the following definitions are provided:

1. Analysis

In this context, analysis refers to the identification of factors that contribute to the conduct of research in online speaking classrooms in order to describe the factors that contribute to speaking problems in online classrooms encountered by fourth semester students at the English Education Department of the University of Islam Malang.

2. Students' Speaking Problems

Speaking problems in this case are a problem that can occur or arise when conducting an online classroom through a conference application such as Zoom, which is frequently used by students and lecturers to study, which is undoubtedly different from what is done offline in the classroom with online which is done at home.

3. Online Classroom

An online classroom is a digital learning environment in which teachers and students can connect and collaborate in real time online. Lecturers and students at the University of Islam Malang, particularly in the English Education Department, frequently use conference application media such as Zoom and various other media applications.

4. Distance Learning

Distance learning is studying at home or at work instead of attending lectures. All instruction, resources, and support are supplied via the internet. In this semester, especially all students at University of Islam Malang carry out learning at home, not on campus.



CHAPTER V

CONCLUSION AND SUGGESTION

The researcher concludes the findings and discussion in this chapter. Furthermore, the researcher proposes further research in this topic area. This research is to find out the problems and the factors that hinder the EFL learners to speak in online class. And also, the strategies that the students apply in online speaking class.

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.

5.1 Conclusion

This study describes conclusions about the problems that students commonly face in chapter 4, as well as the factors and strategies students apply to overcome their speaking problems. Almost all students had the same speaking

problems. 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.

There are factors that influence students, including those from psychology, the environment, linguistics, and a variety of teaching design. Also, they had affective factors, and listening ability factors because the students are unable to understand what speakers is saying.

To address these issues and factors, EFL students apply a variety of strategies to improve their speaking and communication skills in online learning. For instance, they watch western movies to remember certain vocabulary and try to combine them in sentences so they do not forget easily, looking for a partner with the same motivation so they can boost their confidence to practice accurate pronunciation, master grammar, and widen their vocabulary. Use online dictionaries to look up the meaning and definition of words. Then, they try singing English songs, after that try to using apps like Bravolo and the Cambridge online dictionary, and watching English podcasts or vlogs to explore and follow foreigners who speak English as the first language in social media who regularly

post about English, such as on YouTube, TikTok, and Instagram, to find out whether your pronunciation had the correct pronunciation or not.

5.2 Suggestions

The researcher contains suggestions for this study. The researcher is divided into three categories: for the lecturers, for the students, and for future researcher.

5.2.1 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.

5.2.2 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.

5.2.3 For Future 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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