

THE DIFFICULTIES OF ONLINE SPEAKING CLASSROOM AT THE SECOND GRADE STUDENTS OF SMA NEGERI 1 WONOMULYO DURING COVID-19 PANDEMIC

Annisa Reskiani¹, Radiah Hamid², Firman³

^{1,2,3}Universitas Muhammadiyah Makassar, 259 Sultan Alauddin Road, Makassar, 90221, Indonesia

Article Info

Abstract

Received: April 24 ,2020

Revised: May 27 ,2020

Accepted: June 22 ,2020

Published: June 25,2020

Keywords: Speaking Fluency, Online Classroom, Covid-19 Pandemic

This research aimed to find out the difficulties of online speaking classroom especially in speaking fluency at the Second Grade Students of SMA Negeri 1 Wonomulyo during Covid-19 Pandemic. The research used Descriptive Qualitative Method. Data of the research were collected through observation and questionnaire (open-ended questionnaire). The sample of this research was the Second Grade Students of SMA Negeri 1 Wonomulyo which amounted to 15 students who meet the criteria was chosen by purposively. Based on the research findings, the researcher found that 7 (46.67%) students had difficulty speaking online especially during the Covid-19 pandemic due to lack of confidence, 6 (40.00%) students were difficult in online learning process because of didn't understand the material taught by the teacher and afraid of making mistakes. However, it can be overcome by extend the hours of studied beyond the school day. Therefore, based on these results, it is recommended to use Online Speaking at speaking classrom, especially in speaking fluency to create a learning space that is flexible and can be done anywere.

This is an open access article under the CC BY-SA license.



How to Cite: Reskiani, A., Hamid, R., & Firman. (2020). The difficulties of Online Speaking Classroom at the Second Grade Students of SMA Negeri 1 Wonomulyo During Covid-19 Pandemic. *Journal of Computer Interaction in Education*, 3(1), 42–52. <https://doi.org/10.56983/jcie.v3i1.315>

INTRODUCTION

The activities of the people of South Sulawesi, including the teaching and learning process, cannot be separated from local culture, which comprises moral principles of character education. One of them is the first language (mother tongue), which is a student's primary means of comprehending content, particularly English material. As a result of this interaction between the first and second languages used by teachers and students in the classroom, numerous types of translanguaging emerged, these problems have been experienced by Saputra & Akib (2018).

Language is a very important tool that is used to communicate in carrying out all their daily activities and can understand each other. By using language, we can communicate with others. The students that have graduated from school are expected to master the four language skills they are listening, speaking, reading, and writing. One of the components of the language that must master is Speaking, because the ability to speaking is an important part of learning English, especially when it comes to supporting other abilities. Speaking abilities are not directly owned by anyone. They require extensive training and supervision. People nowadays believe that teaching students to talk is difficult for teachers. Students do not speak in English because of their social situation, which they are accustomed to speaking in their native tongues, making it difficult to accept and converse in a foreign language. These issues had been encountered by Sayuri (2016), students struggle with pronunciation, fluency, grammar, and vocabulary in English, according to his research.

The Covid-19 virus has been wreaking havoc on Indonesia since its discovery in 2019. The virus, which began in Wuhan, China, quickly spread throughout the world, including to Indonesia. Many teaching and learning activities in Indonesia still emphasis face-to-face meetings in class. However, due to the massive Covid-19 outbreak in Indonesia, all activities must be conducted from home. The Minister of Education and Culture, Nadiem Anwar Makarim, issued Circular Number 4 of 2020 concerning the Implementation of Education in Emergency Coronavirus (Covid-19), one of which emphasized that online learning (distance), was carried out to provide meaningful learning experiences for students, without being burdened by the demands of completing all curriculum achievements for class and graduation. During the pandemic, teacher encountered numerous challenges. One of which is their lack of understanding of modern technology they did not realize that technology gives a wealth of important information for teaching.

In previous studies of Diana (2021), she discovered certain difficulties in progressing with teaching, particularly in assessing speaking ability. Some of the issues he discovered were minor grammar faults, according to the speaking assessment criteria. Then she discovered that the majority of the students read comparable materials and used similar word. Even though they have prepared the reading material, all students comprehend the directions, but they have difficulties pronouncing some terms in the text, causing the pronunciation to become less exact. This is in line with a study undertaken by Nakhalah (2016) on the obstacles and difficulties faced by English students enrolled in the Quds Open University's English Language

Atlas in Gaza's Branch. The research revealed and indicated that students had difficulty speaking owing to a variety of factors including fear of making a mistake, shyness, nervousness, and a lack of confidence.

According to the two previous studies about the difficulties of speaking classroom in the Covid-19 pandemic and the results of the researcher's earlier interview of one of the teacher by whatsapp chat about the online learning, not all students obtained good learning, particularly in the speaking classroom, which involves direct interaction between students and teachers. However, students must follow the class in order to avoid missing any content. Not only that, but students who reside in rural locations have limited access to the internet. Some students may not follow the learning process because they do not have access to smartphone, laptop, or computer. An interview with one of the English teachers revealed that not all subject matter can be covered in an online class.

Based on the explanation, researcher's experience about the difficulties of speaking, and an interview to a teacher of SMA Negeri 1 Wonomulyo she had some difficulties of English teaching especially in speaking learning. Regarding to this, it assumes that most students have difficulty in speaking due to various factors, such as accuracy and fluency. It shows that students find problems when doing the speaking classroom especially in this pandemic Covid-19. To find out other problems, researchers need to examine "*The Difficulties of Online Speaking Classroom at the Second Grade Students of SMA Negeri 1 Wonomulyo During Covid-19 Pandemic*".

LITERATURE REVIEW

Dalem (2017) in his research entitled *Difficulties of Speaking that are Encountered by English Language Students at Al Margeb University* found that students who are more motivated and less anxious can talk more fluently and efficiently. As a result, students should be in a welcoming and cooperative setting that can assist them in overcoming their oral performance challenges. After that, teachers should learn about their students' interests and sentiments, boost their students' self-confidence, and use the ideal teaching style to keep their students engaged in the speaking activity. Swari (2020) also explained in his research with the title *Teaching Speaking Using Gossiping in the Period of Pandemic* that even during a pandemic as a result of the breakout of Covid-19, skill of speaking is vital in English language acquisition. To keep students engaged in the teaching and learning process, teachers should use engaging methods. The aims of her research is to describe the usage of strategies in the teaching of speaking to

intermediate-level students. The conclusion shows that there is an example of a teaching approach in speaking English, which can be used to keep students engaged in the process of teaching speaking and therefore improve their knowledge of the language.

A research by Farrah & Bakry (2020) with the title Online Learning for EFL Students in Palestinian Universities During Corona Pandemic: Advantages, Challenges, and Solutions, recognized the need for modifications and improvements in the use of e-learning in the educational process to assist high-level ministries of education in sharing information more effectively. The researchers found that, in addition to hosting good training programs for both students and teachers, major efforts should be made to improve the technical infrastructure. Those researchers found that the speaking classroom is one of the most difficult skills. This research has similarities and differences in each. The equation from several previous researchers is discuss about difficulties of speaking skills, and the difference is that there was no previous study about the difficulties of online speaking classroom especially fluency of speaking at SMA Negeri 1 Wonomulyo during pandemic Covid-19.

Speaking is a productive skill because it requires you to use the language you've learned to create a message that you want people to understand through speech or written text. Speaking refers to the student's capacity to apply their linguistics knowledge in real-world communication situations. It's not just a matter of passing messages on to other people; it's also a matter of communication, which necessitates the use of more than one individual. When people communicate, they construct concepts in words, expressing their perceptions, thoughts, and intentions in order for interlocutors to understand what they mean. According to Brown (2004 : 141-142) cited in Pangestu (2017 : 29-30) there are 5 types of speaking, they are *imitative, intensive, responsive, interactive, and extensive*. Tarigan (2008 : 30-36) cited in Laksana (2016 : 6-7) also explained speaking has four purposes they are to inform, to entertain, to persuade, and to discuss. According to Harmer (2007 : 343) cited in Febria (2017 : 7-9), speaking is a complex skill as it requires knowledge of grammar, vocabulary, pronunciation, fluency, and comprehension. these are important elements for speaking. There are five components that must be paid attention by the students if they want to speak well.

Fluency is an important skill for students to communicate effectively. Students who are fluent in English speaking are better able to interact and understand the people around them. One of the goals of learning a foreign language, such as English, is to be able to speak it

fluently. The fundamental focus of communicative language teaching and learning is speaking fluency. Students studying English as a foreign language place a high value on these abilities. They must be able to converse orally with other people in a real life situation and condition. Speaking fluency can help the students to delivering messages, expressing ideas in a clear, understandable manner, and utilizing simple terms can help listeners or their friends understand all regards of speaking fluency qualities. Difficulty of speaking fluency in online classroom refers to the challenges that students have learning to speak through online learning. Students' learning to speak English will be more difficult and unique since they will need to participate in having a high-speed internet connection in order for the learning process to go smoothly.

The problem of speaking fluency can be overcome by using English every day in class and outside of class can encourage someone to use English as a habitual, even daily conversation. Maintain contact with someone who enjoys English as well, since they will receive far more attention than those who do not. Create a small group to practice speaking English in class or outside of it. When it comes to learning English, doing is extremely important. Sharing information with the group, having informal conversations, and double-checking others' mistakes. This can also provide them with additional vocabulary. When it comes to problems with someone's dialect, the solution is to improve one's pronunciation. Find some English-language videos, music, or real-life discussions. After seeing or hearing the sounds in the source, practice them.

The Covid-19 pandemic has become a big problem that has resulted in all teaching and learning activities being changed from face-to-face to online learning. The basic concept of online learning can be used to create new class that are equivalent to those offered in existing school. As a result, the creation of a virtual institution must produce results that are similar to the goal of establishing a traditional educational institution. In other words, online learning is a type of traditional learning that is delivered in a digital format over the internet with various of advantages and disadvantages.

METHODS

This research used Qualitative Descriptive Method. Qualitative Descriptive Research produces descriptive data in the form of words or words from people, as well as observed behavior (Bogdan & Taylor, 2012). This research described the difficulties of online speaking

classroom by the Second Grade Students of SMA Negeri 1 Wonomulyo during Covid-19 Pandemic. In this study, the independent variable was online classroom (Y), and the dependent variable were the difficulties of speaking skill and how to overcome it (X).

Instrument

This research used observation and open-ended questionnaire to collect the data. Observation was a method of collecting data by objects directly and systematically. Observations were made by observed the classroom used observation check-list adapted from Burton & Platts (2006) cited in Lasiyah (2017). Open-ended questionnaire as the second instrument of the data collection was employed to answer the research question number 1 and research question number 2, which contained 5 questions for difficulties of speaking adapted from Thornbury (2005) and 5 questions for overcome the speaking fluency adapted from Mandel (2000) cited in Darmansyah (2019) to respond in order obtained information about the problem and exhibited the qualitative qualities in this study.

Data Analysis

The researcher used technique of data analysis based on Miles & Huberman (1992:16) cited in Setiyawan, et.al. (2019: 343). Data analysis were categorized into three categories. There are three analysis components in this model, they are reduction, data display, and conclusion drawing.

Data Reduction means summarizing, selecting the most significant or specific items, focusing on the critical issues, and searching for themes and patterns. As a result, the reduced data would provide a clearer picture, and it easier for the researcher to collect the additional.

The next step is display the data. Presentation of data displayed in the form of brief descriptions graphs, charts, relationships between categories, and flowcharts. In this case, Huberman claims that narrative text has been the most common way of display data for qualitative research data in the past. The goal of narrative text for the researcher is to convey the material that was classified previously regarding the difficulties of online speaking classroom at the second grade, and then was offered conclusions in narrative text form. It was qualitative analyzed and described the data.

The last step is conclusion drawing. The researcher verified the data and derived inferences from it at this point. The process of extracted the substance of the was gathered in the form of a good and clear statement knew as conclusion. The conclusion in this study was about the difficulties of online speaking classroom at the Second Grade.

RESULT AND DISCUSSION

The Student's Difficulties in Online Speaking Classroom at the Second Grade of SMA Negeri 1 Wonomulyo During Covid-19 Pandemic

In this research that has been done by the researcher, it can be found that the difficulty of online speaking classroom during the Covid-19 pandemic such as difficulty speaking English, difficulties in learning online more than face to face, difficulty of speaking fluency, lack of knowledge about grammar, vocabulary, and phonology. According to Brown (2001) cited in Kurniawati (2013) that self-confidence refers to a student's belief in their capacity to do a task successfully. However, these students lacked of confidence so that when they were asked to speak, they had ideas but were confused about conveying it because they were afraid to make something wrong. It also showed in classroom observation question number 4, the students lack of confidence in expressing what they want to say. Furthermore, it also showed in the table 4.1., 7 (46.67%) of 15 students answered lack of confidence and shyness in speaking English. In addition, Lynch (2020) stated that the teacher and the students less interaction in online learning. Consequently, the students didn't learn the teacher's material well. It also showed in the table 4.2. 6 (40.00%) of 15 students answered difficult to online learning because of didn't understand the material taught by the teacher.

The last problem is the students lack of vocabulary knowledge. According to Hanifa (2018) that speaking requires knowledge of not only how to make the form of language but also the background of to produce the words. However, the students lacked of vocabulary knowledge so that when they were asked to make a sentence or speaking English, they didn't know how to make it. It also showed in the table 4.4., 3 (20.00%) of 15 students answered the more vocabulary that was understood affect the fluency of English. It means that, when the students lack of vocabulary it could make a trouble with their English skill especially speaking skill.

How the Students Overcome the Difficulties of Speaking Classroom Through Online Learning

According to Thomson (2010) found that online learning is more personalized and student-centered, it is also appropriate for gifted children. Therefore, the students must try

to find out the ways how to overcome their own problem of difficulties of online speaking classroom.

Results obtained after the researcher gave the open-ended questionnaire to the students showed that the students prepared everything before the learning process began, started from prepared books, pen, smartphone, until their mentality that could be used to supported the learning process. According to Mandel (2000) cited in Darmansyah (2019) that personal traits such as anxiousness and lack of confidence are speaking difficulties that are often experienced by the students and must be overcome.

Therefore, their mentality and their confidence must also be prepared to be more relaxed when in class so it was overcome the difficulty of speaking English especially speaking fluency. It showed in the table 4.7., 7 (46.67%) students answered lack of confidence to spoke English because of the inability to read and spoke English fluently. It means that, the students struggle with their English-speaking skill and it must be overcome. According to Ur (1991) that some activities could help to reduce the speaking problem they are group work, easy language, interesting topic, clear guidelines, and English monitor. It also showed in the table 4.10., 2 (13.33%) students answered learned more vocabulary to overcome the problem in online speaking classroom, 2 (13.33%) students answered always thought positive to be more confident, 2 (13.33%) students answered more practiced outside of English class, and 2 (13.33%) students answered asked someone who understands better.

CONCLUSION

Based on the findings of the research, the researcher would make conclusion by showing the results of classroom observation and open-ended questionnaires to students who revealed the difficulties of online speaking classroom especially during Covid-19 pandemic because of lack of confidence, and always being afraid of making mistakes so that when they were asked to speak, they had ideas but were confused about conveying it because they were afraid to made something wrong. They were more comfortable to learned face-to-face because they were more free to expressed their opinions and sharing with their teacher and friends about things they didn't know about speaking English, especially speaking fluency.

Beside that, the difficulties of speaking classroom through online learning can be overcome with prepared everything before the learning process began, started from prepared books, pen, smartphone, until their mentality and self-confidence to be more relaxed in English speaking classroom through online learning especially in Covid-19 pandemic.

REFERENCES

- Al Nakhalah, A. M. M. (2016). Problems and Difficulties of Speaking that Encounter English Language Students at Al Quds Open University. *International Journal of Humanities and Social Science Invention*, 5(12), 96-101. <http://www.ijhssi.org/>
- Bogdan & Taylor. (2012). *Prosedur Penelitian*. Jakarta: Rineka Cipta.
- Dalem, M. (2017). Difficulties of Speaking that are Encountered by English Language Students at Al Margeb University. *Premise: Journal of English Education and Applied Linguistics*, 6(2), 20-29, ISSN: 2442-482_.
DOI: <http://dx.doi.org/10.24127/pj.v6i2.1002>.
- Darmansyah, R. D. (2019). The Factors of Difficulties Faced by Students in Oral Presentation (A Mixed Method Research in Student of English Tadris Study Program at IAIN Curup on Academic Year 2014/2015) (Doctoral Dissertation, IAIN Curup). <http://e-theses.iaincurup.ac.id/id/eprint/466>
- Diana, L. (2021). Problems Faced in Speaking Assesment During the Covid-19 Pandemic. Study Case of Universitas Pembangunan Nasional Veteran JawaTimur. *JISIP (Jurnal Ilmu Sosial dan Pendidikan)*, 5(1). DOI: <http://dx.doi.org/10.36312/jisip.v5i1.1751>
- Farrah, M., & al-Bakry, G. H. (2020). Online Learning for EFL Students in Palestinian Universities During Corona Pandemic: Advantages, Challenges and Solutions. *Indonesian Journal of Learning and Instruction*, 3(2).
DOI: <https://doi.org/10.25134/ijli.v3i2.3677>
- Febria, H. (2017). A Comparative Study on Students' Speaking Skill Using Audio-Video and Picture (Doctoral Dissertation, Universitas Muhammadiyah Semarang). 7-9. <http://repository.unimus.ac.id/id/eprint/363>
- Hanifa, R. (2018). Factors Generating Anxiety When Learning EFL Speaking Skills. *Studies in English Language and Education*, 5(2), 231-234, ISSN: 2461-0275
- Kurniawati, A. (2013). Improving The Self-Confidence in Speaking Practice by Using Role-Play Technique for The Eight Grade Students of Smp Muhammadiyah 3 Yogyakarta. Yogyakarta State University.
- Laksana, A. J. (2016). The Effectiveness of Using Chain Story Game in Teaching Speaking (An Experimental Research at the Eighth Grade Students of SMP Negeri 1 Jatilawang in the Academic Year 2015/2016) (Doctoral Dissertation, Universitas Muhammadiyah Purwokerto), 6-7. <http://repository.ump.ac.id/id/eprint/2221>
- Lasiyah, L. (2017). The Correlation Between Self-Confidence and Speaking Achievement of The Undergraduate Students of English Study Program of UIN Raden Fatah Palembang. (Doctoral Dissertation, UIN Raden Fatah Palembang), 13-15. <http://eprints.radenfatah.ac.id/id/eprint/1143>

- Lynch, M. (2020). 5 Advantages and 5 Disadvantages of E-learning Digital and Mobile Technology. <https://www.thetechadvocate.org/5-advantages-and-5-disadvantages-of-e-learning/>
- Pangestu, L. U. (2017). Improving Students' Speaking Performance Through Classroom Debate Technique at the Eleventh Grades of MAN 1 Metro in Academic Year 2017/2018 (Doctoral Dissertation, IAIN Metro).
- Saputra, W. A., & Akib, E. (2018). Translanguaging in English as Foreign Language (EFL) Classroom Assessment: A Discourse Analysis in Indonesian University. *Proceedings of the 65th Teflin International Conference*, 65(2).
- Sayuri, S. (2016). Problems in Speaking Faced by EFL Students of Mulawarman University. *Indonesian Journal of EFL and Linguistics*, 1(1), 47-61. DOI: <http://dx.doi.org/10.21462/ijefll.v1i1.4>
- Setiyawan, H., Rochsantiningsih, D., & Setyaningsih, E. Improving Students' Writing Skill Using Animated Video. *English Education*, 7(3), 343, ISSN: 2302-6413. DOI: <https://doi.org/10.20961/edj.v7i3.35968>
- Swari, U. R. (2020). Teaching Speaking Using Gossiping in the Period of Pandemic. *Jurnal CULTURE (Culture, Language, and Literature Review)*, 7(2), 182-190
- Thomson, L. D. (2010). Beyond the Classroom Walls: Teachers' and Students' Perspectives on How Online Learning Can Meet the Needs of Gifted Students. *Journal of Advanced Academics*, 21(4), 662-712. <http://joa.sagepub.com.pluma.sjfc.edu/content/21/4/662.full.pdf+html>
- Thornbury, Scott. (2005). *How to Teach Speaking*. Harlow: Longman.
- Ur, Penny. (1991). *A Course in Language Teaching Practice and Theory*. Cambridge: Cambridge University Press