

STUDENTS' DIFFICULTIES IN LEARNING SPEAKING SKILL THROUGH ONLINE LEARNING

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Abstract

This research aims to find out the difficulties and the factors underlying the difficulties of learning speaking skill faced by English Education students. The researcher used a qualitative design with a case study. In collecting the data, the researcher used content analysis, observation, and interview. The participants in this research were second year students of English Education Department at Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar. The data analysis techniques of this research were data reduction, data display, and conclusion drawing/verifying. The results showed that there were three kinds of difficulties, such as: (1) linguistic difficulties comprise of lack of vocabulary mastery, difficulties in grammar, difficulties in pronunciation, lack of comprehension, and lack of fluency. (2) psychological difficulties are identified by fear of mistakes, shyness, anxiety, lack of confidence, and lack of motivation. (3) contextual difficulties are including teaching-learning method and learning environment. From each of those difficulties have certain factors that underlie the difficulties faced by the English Education students. Therefore, the speaking course lecturer should know that the difficulties faced by students when learning speaking skill have its own underlying factors. Besides, other researchers can continue this research on a related topic and find out the strategies to overcome the difficulties and factors underlying the difficulties.

Keywords – English Education Students' Difficulties, Speaking Skill, Online learning

Introduction

English has become a main language of communication in the world nowadays (Wulandari et al., 2020). In Indonesia, English becomes a compulsory subject from primary school to university. However, English is learnt as a foreign language by Indonesian students. Additionally, many students in Indonesia

have realized that English is needed in education and international communication. As we know, English has four skills for learning. They are listening, speaking, reading, and writing. Those skills are divided into two types, such as receptive skills and productive skills. Listening and reading are receptive skills. Speaking and writing are

productive skills. One of those skills that should be learnt is speaking skill. It is because speaking can be the tool to communicate with other people (Yahya, 2020).

Rijal & Arifah, (2017) pointed out that speaking is an important part of teaching and learning a second language. This is because the main purpose in learning a language, especially foreign language, is to be able to use that language in communication. As a tool of communication, speaking are spoken words that are used to express and show everything in the human mind. According to Syarif & Muthmainnah (2017), speaking is oral communication which is used to express ideas to other people as partners of conversation. It means that the speakers can show their ideas through the language. Wulandari et al. (2020) said that some students may also not have courage to speak English because they feel anxious, afraid to make mistakes, limited vocabulary mastery, and also, they lack self-confidence. According to Candraloka & Rosdiana (2019), the common difficulties in English speaking are due to students' mindset of their feeling of inability to speak English and their low confidence in speaking.

In the preliminary research conducted by the researcher, the researcher found the students who showed the symptoms difficulties in learning speaking skill through online learning. So, based on the result of interviews with the lecturer about English Education students' difficulties in learning speaking skill and the result of the observation with the English Education students, the researcher found the symptoms faced by the students related to speaking skill which were felt by the lecturer and then confirmed through observation. The questions of the interviews was used by researcher related to the aspects of speaking by (Ramadhani et al., 2020).

From those symptoms could show there were cases in English Education students at Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar related to the objective of this research.

Before, several studies had investigated difficulties in speaking. It was found that linguistic difficulties such as limited vocabulary, poor pronunciation, lack of grammar, fluency trouble, and poor comprehension (Clarita & Hidayat, 2020; Fitriani et al., 2015; Manurung & Izar, 2019; Widyasworo, 2019; Wulandari et al., 2020; Yumniamatillah, 2017). In addition, it also was found psychological difficulties such as shyness, lack of confidence, anxiety, lack of motivation, nothing to say, having no idea, uneven participation, inhibition, interference, mother tongue, and fear of making mistakes are identified (Dalem, 2017; Fitriani et al., 2015; Juhana, 2012; Widyasworo, 2019; Wulandari et al., 2020; Yumniamatillah, 2017). By pursing on online learning during Covid-19 pandemic, the researcher assumed that several difficulties were expected to be found besides linguistic difficulties and psychological difficulties.

Based on the statement above, this research was conducted in the English Education students at Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar who got speaking courses during Covid-19 pandemic. The researcher wanted to investigate the difficulties of English Education students in learning speaking skill through online learning during covid-19 pandemic and also the factors underlying the difficulties. The researcher assumed that the investigation on the difficulties and also the factors underlying the difficulties experienced by students in learning speaking skill would give a valuable contribution for the studies in the area of language learning especially speaking skill.

Methodology

The researcher used a qualitative design with a case study. The participants in this research were second year students of English Education Department at Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar. The subject of this research that was chosen had some criteria such as:

- a. Second year students of English Education Department at Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar.
- b. Taking speaking course in even semester.
- c. Showing the phenomenon of difficulties in learning speaking skill based on the preliminary research which had been conducted by the researcher.
- d. Having low score in speaking course.

In collecting the data, the researcher used content analysis, observation, and interview. For the first procedure in content analysis using documents that aimed to find out the score of the students, it was found the result such as: the researcher focused on students who get the lowest score in the speaking course to limit the students who became the focus of observation. The students who had the lowest score in speaking course were focused in observation because they would be selected for the interview, as they were potentially expected to provide the information needed. The interview was started from the students who had the lowest score in speaking course and been confirmed to have difficulties in speaking through observation. The data saturation was gathered by interviewing students based on the order of their speaking scores from the lowest to the highest. The interview was stopped after the seventh student because at this point the data was saturated.

The data analysis techniques of this research were data reduction, data display, and conclusion drawing/verifying.

Finding and Discussion

The research findings and discussion presented to answer related to the research questions in this research, those were kinds of difficulties of learning speaking skill through online learning during Covid-19 pandemic that faced by the English Education students and the factors underlying the difficulties of English Education students in learning speaking skill through online learning during Covid-19 Pandemic. Furthermore, the analysis data of the observation with the students and the interviews with the lecturer and the students were compared with related previous studies.

1.1 Kinds of Difficulties of Learning Speaking Skill through Online Learning During Covid-19 Pandemic Faced by The English Education Students.

Based on all of the results of data collection, it can be concluded as a whole that the kinds of difficulties of learning speaking skill through online learning during Covid-19 pandemic that faced by the English Education students, after putting some points together and getting the overall results, such as: there were three kinds of difficulties faced by the English Education students, they were linguistic difficulties, psychological difficulties, and contextual difficulties. These findings were in line with Fitriani et al. (2015) who divided difficulties in speaking into two parts such as linguistic difficulties and psychological difficulties. However, the researcher found contextual difficulties that did not find in previous research.

1.1.1 Linguistic Difficulties

Linguistic difficulties comprise of lack of vocabulary mastery, difficulties in grammar, difficulties in pronunciation, lack of comprehension, and lack of fluency. The results of observation done with students showed that in terms of linguistic difficulties, it seemed that students had difficulty in vocabulary. It could be seen from the limited vocabulary that students used to explain something and also the repetition of vocabulary made by the students. In addition, difficulties in grammar could be seen from the wrong tenses used by the students in speaking. Besides that, there were students said 'many student' instead of saying 'many students' and said 'there is many cases' instead of saying 'there are many cases'. There were also participants who incorrectly expressed subject verb agreement, for example 'she were'. The students also seemed lack of comprehension. At that time, the students needed time to understand the topic or material during the teaching-learning process and they also looked confused when they got instructions from the lecturer.

Besides that, difficulties in pronunciation also seemed from the results of observation, for example the mistakes in pronouncing vowels, such as: the word 'honorable ('ʌnərəbəl')' they said 'hanərəbəl', 'God ('gɔ:d')' they said 'go:d', 'as ('æz')' they said 'as', etc. Furthermore, they also had difficulty in terms of fluency. The researcher found that the students spoke hesitantly, there was a pause when they spoke such as "mmm", "eee", "well".

Fitriani et al. (2015) also explained that linguistic difficulties consist of lack of vocabulary, poor pronunciation, and poor grammar. The other research conducted by Sayuri (2016) also found that pronunciation, fluency, grammar, and

vocabulary were the linguistic difficulties faced by fourth semester students of the English Department at Mulawarman University. So, based on the results of this research which were also compared with previous research, indeed linguistic difficulties consist of lack of vocabulary mastery, difficulties in grammar, difficulties in pronunciation, lack of comprehension, and lack of fluency.

1.1.2 Psychological Difficulties

Psychological difficulties consist of fear of mistakes, shyness, anxiety, lack of confidence, and lack of motivation. First, it seemed that students felt fear of mistakes when speaking English. It was proven by one of students. At that time, she looked hesitating to start speaking in the speaking class. Second, the students also looked anxious when speaking English. It was proven when they became stuttering when they forgot what they wanted to say. They also remained silent when they asked to speak English. Third, besides they were afraid of making mistakes and also felt anxious, they also lacked confidence. The evidence was they looked embarrassed when they wanted to speak English. Fourth, the students also looked shy when they tried to speak English in speaking class. They looked blushing when speaking English because they made several mistakes in pronouncing words. These findings from the observation were confirmed through the interview.

These findings were in line with Dalem (2017) who explored speaking difficulties encountered by English language students through a review of literature. Dalem (2017) found that psychological difficulties consist of fear of mistakes, shyness, anxiety, lack of confidence, and lack of motivation. Juhana (2012) also explained that psychological difficulties consisting of fear of mistakes, shyness, anxiety, lack of

confidence, and lack of motivation also become the difficulties in learning to speak.

1.1.3 Contextual Difficulties

Contextual difficulties consist of teaching-learning method and learning environment. Besides those linguistic and psychological difficulties, the results of observation also showed that students were faced difficulties because of the method related difficulties and the learning environment. Those difficulties were categorized into contextual difficulties. In terms of contextual difficulties, the researcher found difficulties faced by students were in the method related difficulties and the learning environment. For the method related difficulties, especially in the teaching method, the lecturer had said that the process was script-based, so he allowed students to read script. However, the results of the observation showed that the students became lazy in learning speaking because they could read the notes or scripts. For the learning environment, because the class setting was online class, the researcher found that participants had trouble with the internet connection. It seemed from the audio or sound disjointed and paused when they tried to speak. Contextual difficulties were in accordance with Dunkin & Biddle (1974) which explained that there were variables such as context variables and process variables that become difficulties in the learning process.

1.2 The Factors Underlying the Difficulties of English Education Students in Learning Speaking Skill through Online Learning During Covid-19 Pandemic

Based on all of the results of interviews, it can be concluded as a whole that the factors underlying the difficulties of English Education students in learning speaking skill through online learning

during Covid-19 pandemic, after putting some points together and getting the overall results, as follows:

1.2.1 The Factors Underlying Linguistic Difficulties

1. Lack of Vocabulary Mastery

Factors that underlie this difficulty were discussed by the students in the interview session, as follows:

“Saya sulit mengingat kosakata, misalnya sekarang saya mendapat kosakata besok sudah lupa dengan kosakata itu.” (P I)

“...saya susah untuk mengingat vocabulary.” (P II)

Based on the answers above, factors underlying the difficulty in vocabulary was students find it difficult to remember vocabulary. They said that they got the new vocabulary and it was so easy to forget it in the next day. Therefore, the students felt lack of vocabulary mastery because of hard to remember vocabulary.

2. Difficulties in Grammar

Factors that underlie the difficulty in grammar was discussed by the students in the interview session, as follows:

“Ada 16 tenses itu, saya belum hafal dan saya masih bingung menentukan ketika berbicara tenses mana yang harus saya gunakan. Saya juga masih sering keliru menggunakan tenses ketika berbicara bahasa Inggris.” (P I)

“Saya kesulitan terutama memang dibagian tenses saya masih kesulitan, menentukan tenses dan juga verb yang dipakai ketika berbicara saya masih sulit.” (P II)

“Ketika saya panik saya jadi blank dan tidak tahu harus mengatakan apa ketika speaking apalagi jika harus sesuai tenses.” (P VI)

"Saya sering lupa menggunakan tenses apa ketika speaking." (P VII)

Based on those answers, the students just focused on their difficulties in determining and using the right tenses when speaking English. So, the factor that underlying difficulty in grammar were feeling of panic, having not memorized all of the tenses, and being confused to determine tenses.

3. Difficulties in Pronunciation

Factors underlying difficulties in pronunciation as said by students in the results of interviews below:

"Dari tulisannya juga dan cara membacanya saya masih bingung karena tulisan sama cara bacanya kan beda tidak seperti bahasa Indonesia." (P I)

"Saya masih sering juga ada salah pelafalan terutama kalau kata-katanya sulit dan baru saya dengar." (P III)

"Jika katanya itu baru saya masih sulit dan bahkan tidak tahu bagaimana pelafalan kata tersebut." (P VI)

From the answers above, it was found that the factors underlying students' difficulties in pronunciation were factors of unfamiliar vocabulary and different spelling and pronunciation of the word. As the students said above, the spelling and pronunciation of English words were different, so that it could affect their pronunciation when speaking English.

4. Lack of Comprehension

Factors that underlie difficulties in comprehension as said by students in the results of interviews below:

"Saya perlu waktu sekitar 2 menit untuk memahami, hal itu karena saya belum menguasai bahasa Inggris." (P V)

From the answer above, the factor that underlying students lack of comprehension was students have not mastered English. The student said that she needed time around two minutes to understand, it showed clearly that students had not mastered English.

5. Lack of Fluency

Factors that underlie difficulties in fluency as explained by students in the results of interviews below:

"Kalau mengungkapkan ide dari pikiran saya, jujur masih sulit. Saya paham maksud dari topik yang diminta untuk saya jelaskan, tetapi saya bingung mengungkapkannya karena keterbatasan kemampuan bahasa Inggris saya." (P II)

"Saya masih sering campur bahasa Indonesia dan bahasa Inggris, belum bisa sepenuhnya menggunakan bahasa Inggris." (P III)

"Belum terlalu lancar karena penguasaan kosakata saya belum banyak, grammar juga sering salah, sama di pelafalan juga saya masih kesulitan." (P V)

From the answer above, it showed that the factors underlying students lack of fluency such as: they lack of vocabulary mastery, grammatical error, difficulty in pronunciation, and mother tongue use. They said that they still used Bahasa Indonesia when speaking because they could not use English fully.

The above were the results of interviews with students, the next were the results of interviews with the lecturer. For the factors underlying the difficulties, the lecturer did not explain one by one like the students did. However, he immediately highlighted that the factors underlying linguistic difficulties faced by the students was lack of language competence. As the lecturer said below:

“Dilihat dari linguistic difficulties, faktor atau sumber yang mendasari kesulitan tersebut menurut saya adalah kurangnya kemampuan bahasa yang disebabkan oleh kurangnya mempraktikkan speaking tersebut.”

According to lecturer's point of view related to linguistic difficulties that faced by the students was the influence of factor lack of language competence. He also added that factor lack of language competence which felt by the students caused by students lack of practice their speaking skill. So, from the results of interview with lecturer, the factor underlying linguistic difficulties is lack of language competence.

Based on the information from the lecturer and the students, it can be concluded that the factors underlying students' linguistic difficulties in learning speaking skill through online learning during Covid-19 pandemic are hard to remember vocabulary, feeling of panic, having not memorized all of the tenses, and being confused to determine tenses, factors of unfamiliar vocabulary, different spelling and pronunciation of the word, have not mastered English, lack of vocabulary mastery, grammatical error, difficulty in pronunciation, mother tongue use, and lack of language competence.

The results of this research were in line with Yumniamatillah (2017) that found the same results, namely accent or mother tongue and different writing or spelling. This research also found that mother tongue use and different spelling and pronunciation of the word also become the factors underlying the difficulties in learning to speak. In addition, the factors that were found in this research were also supported by Ur (1996), he said that there were four factors that cause difficulties in speaking, they were inhibition, uneven participation, nothing to say, and mother tongue use. The results of this research

that were not found in previous research could add and complement results to research that has been done previously.

1.2.2 The Factors Underlying Psychological Difficulties

1. Fear of Mistake

Factors that underlie these difficulties were discussed by the students in the interview session, as follows:

“Iya saya merasa takut karena saya sering overthinking nanti ditertawakan sama teman-teman di kelas” (P II)

“Saya juga takut salah dalam pronunciation”. (P III)

“Kalau perasaan takut pasti ada. Misal kalau ada penyusunan kata, takut juga kalau beda artinya.” (P IV)

“Saya sering merasa takut buat salah ketika speaking karena takut ditertawakan sama teman-teman dan takut dengar pandangan teman-teman kalau saya buat salah ketika speaking.” (P VI)

From the answers above, the students said that the factors underlying students' fear of mistake were fear of being laughed at, fear of mispronouncing the word, and fear of misrepresenting the phrase.

2. Shyness

Factors that underlie this difficulty are said by the students in the interview session below:

“Ada perasaan malu terutama kalau ada salah pelafalan kata.” (P IV)

“Iya saya merasa malu ketika speaking, malunya itu kalau teman yang lain bisa dan sudah bagus bahasa inggrisnya sedangkan saya masih kurang.” (P V)

"Saya ngerasa malu juga, sama alasannya karena nanti ditertawakan sama teman-teman kelas." (P VI)

Based on the answers above, it could be underlined that the factors underlying students feeling shy when speaking English were feeling of inferiority and embarrassment of mispronunciation and being laughed at.

3. Anxiety

Next, factors that underlie students' anxiety based on the results of interviews, such as:

"Pas mau ditunjuk itu saya merasa cemas." (P III)

"...saat tiba-tiba ditanya dan harus langsung menjawab dengan bahasa Inggris." (P VI)

"Iya saya merasa cemas karena takut salah menjawab atau berbicara pas bicara bahasa Inggris." (P VII)

From the explanation above, the students said that the factors underlying they felt anxious when speaking English such as: fear of saying the wrong things and fear of being appointed to speak English.

4. Lack of Confidence

Factors underlying students felt less confident based on the results of interviews, as follows:

"Iya, saya merasa kurang percaya diri karena takut salah dan kurang menguasai bahasa Inggris." (P I)

"Iya, saya kurang merasa percaya diri itu karena saya jarang menggunakan atau praktik bahasa Inggris saya. Jarang digunakan itu juga jadi saya lupa banyak kosakata dan jadi kurang percaya diri pas speaking." (P II)

"Saya kurang percaya diri karena speaking skill saya masih kurang dibandingkan yang lain." (P III)

"Saya juga tidak percaya diri karena merasa takut salah dan malu juga." (P VI)

From the answers above, the students said that the factors underlying students felt less confident such as fear of mistake, shyness, lack of practice, and feeling of insecurity. They also explained that because of lack of practice, they became forget many vocabularies.

5. Lack of Motivation

The last one in psychological difficulties is lack of motivation. The factors underlying students lack of motivation as talked by students below:

"Yang buat saya tidak termotivasi itu karena dari diri saya sendiri yang merasa malas karena tidak terlalu suka belajar." (P III)

"Saya merasa kurang memiliki motivasi karena merasa kurang paham juga sama materinya dan kurang ada motivasi karena kelas online. Jadi, saya merasa mudah saja karena bisa baca. Saat diberikan tugas speech juga saya bisa baca speechnya, jadi itu sebenarnya membuat motivasi malah semakin berkurang, seperti kurang greget." (P VII)

It could be known from the answers above that the factors underlying students lack of motivation such as: lack of understanding the material, the influence of online class, feeling of lack of enthusiasm, and feeling of laziness.

The above were the results of interviews with students, the next were the results of interviews with the lecturer. The same as before, the lecturer did not explain one by one like the students did. The lecturer

said that the factors underlying psychological difficulties faced the students was having no idea. As talked by the lecturer below:

“Kemudian dari psychological difficulties, dari yang saya lihat mahasiswa cenderung tidak tahu harus mengatakan apa dan bagaimana mengatakan sesuatu. Hal yang menyebabkan hal itu karena mereka tidak memiliki hal atau ide untuk dikatakan. Sama seperti linguistic difficulties, kemampuan bahasa mereka kurang. Jika bisa mengatasi linguistic difficulties maka mereka akan mudah untuk speaking.”

According to lecturer's point of view related to psychological difficulties that faced by the students was the influence of factor having no idea. He also added that the students did not know how to say and what to say something in English. It was caused by not having any ideas to say or convey. The lecturer also said that if the students can overcome linguistic difficulties, they may not have difficulty in part of psychological difficulties and they also can speak English easily. So, from the results of interview with lecturer, the factor underlying psychological difficulties is having no idea.

Based on the results of interviews with the lecturer and the students, it can be concluded that the factors underlying students' psychological difficulties in learning speaking skill through online learning during Covid-19 pandemic are fear of being laughed at, fear of mispronouncing the word, fear of misrepresenting the phrase, feeling of inferiority, embarrassment of mispronunciation and being laughed at, fear of saying the wrong things, fear of being appointed to speak English, fear of mistake, shyness, lack of practice, feeling of insecurity, lack of understanding the material, the influence of online class,

feeling of lack of enthusiasm, feeling of laziness, and having no idea.

This research also found the same results with Rahmaniah et al. (2018) who found that fear of making mistakes also become the factors underlying psychological difficulties in learning to speak. The results of this research that were not found in previous research can also add and complement results to research that has been done previously. The factors that were found in this research were also supported by the theory that stated by Ur (1996), he said that there were four factors that cause difficulties in speaking, they were inhibition, uneven participation, nothing to say, and mother tongue use.

1.2.3 The Factors Underlying Contextual Difficulties

1. Method Related Difficulties

Factors underlying method related difficulties as talked about by students, as follows:

“Untuk materinya mungkin karena kita kelas online jadi memang sedikit sulit untuk memahami materinya. Mahasiswa lebih sering diberikan tugas jadi merasa sedikit malas, kalau secara langsung kan mau tidak mau berpikir tentang bahasa Inggrisnya. Tetapi kalau kita hanya dikasih tugas dan itu kan dikerjakan di rumah, pasti kita punya kesempatan untuk melihat google translate, jadi ketergantungan dengan google translate dan sulit membuat kalimat sendiri.” (P II)

“Kalau menurut saya pribadi materinya belum bisa bantu saya untuk speaking karena tidak mempraktekan secara langsung.” (P VII)

The factors underlying method related difficulties if it was seen from the answers above such as: delivery of material, method of practice, and burden

of learning task. They also explained that if they always got assignment and could make it at home, they could use google translate and they became dependent on using google translate, so it was difficult to make their own sentences.

2. Learning Environment

Factors underlying students feel that the learning environment becomes one of the difficulties in learning speaking skill as talked about by the students below:

“Lingkungan sekitar saya sebenarnya juga mempengaruhi kesulitan saya speaking, karena kalau saya latihan speaking pasti akan ada yang judge seperti dibilang sombong, maka dari itu saya sulit improve karena faktor lingkungan juga.” (P II)

“Kesulitan saya di kelas speaking melalui online ini juga dari media misalnya saat kelas tiba-tiba jaringan jelek dan laptop saya jadi macet itu yang susah. Saya jadi tertinggal beberapa penjelasan karena itu.” (P VI)

“Kesulitan di media ya seperti sinyal jelek, kuota habis, dan laptop saya sering macet-macet juga.” (P VII)

From the explanation above, it was clear that factors underlying students felt that learning environment became one of the difficulties in learning speaking skill such as: the judgment from people around, internet connection, and problem with the equipment. They also explained that they felt hard to improve their speaking skill because of their learning environment did not support them to improve their speaking skill.

The above were the results of interviews with students, the next were the results of interviews with the lecturer. The lecturer said that the factors underlying contextual difficulties especially the learning

environment was the influence of online class. As talked by the lecturer below:

“Dalam online class terutama kelas yang saya ajar, mereka bisa melakukan beberapa hal untuk menghindari ketika diminta untuk speaking, seperti mengatakan bahwa koneksi internetnya buruk, mute audionya sendiri, bahkan ada yang langsung keluar kelas begitu saja. Berbeda jika offline class, lingkungan offline bisa memberikan pressure lebih, misal saya menunjuk salah satu mahasiswa karena itu offline, mahasiswa tersebut tidak akan bisa menghindari. Hal seperti itu tidak bisa di transfer jika lingkungan belajar masih online. Jadi faktor online class itu memang berpengaruh juga.”

Based on the lecturer's point of view related to contextual difficulties that faced by the students was the influence of online class. He also added that the students could avoid the lecturer's order when they asked to speak in class, for example they pretended have bad internet connection. If in offline class the lecturer can give the pressure for the students, so they cannot avoid the lecturer's order, but it cannot transfer through online class. So, from the results of interview with lecturer, the factor underlying contextual difficulties is the influence of online class.

Based on the students' information, it can be concluded that the factors underlying students' contextual difficulties in learning speaking skill through online learning during Covid-19 pandemic are delivery of material, method of practice, burden of learning task, the judgment from people around, influence of online class, internet connection, and problem with the equipment.

Wulandari et al. (2020) said that in their research internet connection became one of the difficulties in learning to speak through online learning. Learning

environment and teaching-learning method became difficulties in the learning process as in accordance with Dunkin & Biddle (1974). Aslam et al. (2021) who wanted to examine students' and teachers' perceptions of online ELL also stated that most of the students said that online learning was ineffective and online learning was not a satisfactory way to learn.

Conclusions

There are two main conclusions about the kinds of difficulties and factors underlying the difficulties that faced by English Education students in learning speaking skill through online learning during Covid-19 pandemic at Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar, that can be drawn based on the findings and discussion presented in the previous chapter of this research.

There are three kinds of difficulties faced by the English Education students, they are linguistic difficulties, psychological difficulties, and contextual difficulties. Linguistic difficulties comprise of lack of vocabulary mastery, difficulties in grammar, difficulties in pronunciation, lack of comprehension, and lack of fluency. Psychological difficulties are identified by fear of mistakes, shyness, anxiety, lack of confidence, and lack of motivation. Contextual difficulties are including teaching-learning method and learning environment.

Based on the data that gathered from interviews with the lecturer and the students, the researcher found that the actors underlying the difficulties of English Education students in learning speaking skill through online learning during Covid-19 pandemic explained into three sub-sections according to three kinds of difficulties, such as: the factors underlying linguistic difficulties include lack of vocabulary mastery because of hard to remember vocabulary. Difficulties

in grammar because of feeling of panic, having not memorized all of the tenses, and being confused to determine tenses. Difficulties in pronunciation because of unfamiliar vocabularies and different spelling and pronunciation of the word. Lack of comprehension because they have not mastered English. Then, lack of fluency because of lack of vocabulary mastery, grammatical error, difficulty in pronunciation, and mother tongue use. Lack of language competence also became the factors underlying the linguistic difficulties.

The factors underlying psychological difficulties include fear of mistake because of fear of being laughed at, fear of mispronouncing the word, and fear of misrepresenting statement. Shyness because of feeling of inferiority, embarrassment of mispronunciation and being laughed at. Anxiety because of fear of saying the wrong things and fear of suddenly being appointed to speak English. Lack of confidence because of fear of mistake, shyness, lack of practice, and feeling of insecure. The last, lack of motivation because of lack of understanding the material, the influence of online class, feeling of lack of enthusiasm, and feeling of laziness. Having no idea also became the factors underlying the psychological difficulties.

The factors underlying contextual difficulties are related to teaching-learning method because of delivery of material, method of practice, and burden of learning task. Learning environment because of the judgment from people around, internet connection, and problem with the equipment.

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