

**An Investigation of English Department Students' Speaking Difficulties on  
Online Learning During Covid-19 Pandemic**

*Thesis*

*Submitted as a Partial Fulfillment of the Requirements to Obtain Bachelor of  
Education (B, Ed) in English Language Teaching Program*



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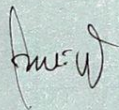
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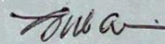
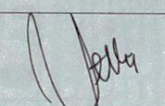
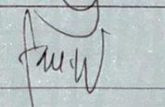
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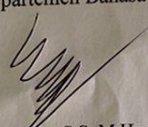
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## **ABSTRACT**

### **Welly. (2023). An Investigation of English Department Students' Speaking Difficulties on Online Learning During Covid-19 Pandemic**

This study aimed to investigate the difficulties of 2019 English Department students of UNP (Universitas Negeri Padang) that learn English speaking through online learning during COVID-19 pandemic. The researcher chose English department students' year 2019 as the sample and the total is 45 students. In collecting the data, the researcher used questionnaire. Results of analysis showed that vocabulary (93.3%) and fluency (93.3%) were the predominant problem that causes their difficulty in speaking English. The problem of technology (91.75%) such as no strong and stable signal, insufficient facilities, limited knowledge on using the application and limited money to buy the internet quota also seriously worsened their performance in speaking English and increased their low participation (73.3%). The findings suggest pedagogical implications for promoting the students' speaking English and provide the good internet facilities and other networking support systems if online learning will be applied in the future.

**Keywords:** English department students, speaking difficulties, online learning

## ABSTRAK

**Welly. (2023).  
Investigasi Kesulitan Berbicara Mahasiswa Jurusan Bahasa Inggris pada Pembelajaran Daring Selama Pandemi Covid-19**

Penelitian ini bertujuan untuk menyelidiki kesulitan mahasiswa Jurusan Bahasa Inggris UNP (Universitas Negeri Padang) angkatan 2019 yang belajar bahasa Inggris melalui pembelajaran online selama pandemi COVID-19. Peneliti memilih mahasiswa jurusan Bahasa Inggris angkatan 2019 sebagai sampel dengan jumlah 45 mahasiswa. Dalam mengumpulkan data, peneliti menggunakan kuesioner. Hasil analisis menunjukkan bahwa kosakata (93,3%) dan kefasihan (93,3%) merupakan masalah utama yang menyebabkan kesulitan mereka dalam berbicara bahasa Inggris. Masalah teknologi (91,75%) seperti tidak ada sinyal yang kuat dan stabil, fasilitas yang tidak memadai, pengetahuan yang terbatas dalam menggunakan aplikasi dan keterbatasan dana untuk membeli kuota internet juga secara serius memperburuk kinerja mereka dalam berbicara bahasa Inggris dan meningkatkan rendahnya partisipasi mereka (73,3%). Temuan ini menunjukkan implikasi pedagogis untuk mempromosikan kemampuan berbahasa Inggris siswa dan menyediakan fasilitas internet yang baik dan sistem pendukung jaringan lainnya jika pembelajaran online akan diterapkan di masa depan.

Kata kunci: mahasiswa jurusan Bahasa Inggris, kesulitan berbicara, pembelajaran online

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## **CHAPTER I INTRODUCTION**

### **1.1. Background of the Problem**

Speaking skill is one subject that important to be mastered by English Department students. In this skill, there is a process of building and sharing meaning through the use of verbal and non-verbal symbols in variety of contexts (Chaney, 1998). Moreover, Chastain in Castillo (2007) states that speaking is a productive skill which involves many components, such as vocabulary, grammar, fluency, comprehension, and pronunciation. While, Richard (2002) also said that it is a very complex task and not an easy one for EFL students, who have not enough opportunities to use it outside the classroom. So, the availability of practices is a must for them during the learning process.

Nunan (2003) said that one of the principles of teaching speaking is to provide opportunities for students to talk by using group work or pair and limiting teacher's talk. Pair work and group work activities are used to increase the amount of time that learners get to speak in the target language during the lesson. The speaking class interaction model, according to Nunan (2003) are teacher initiation, student response, teacher's evaluation of that response, in which the teacher's talk is limited.

Unfortunately, during the pandemic of Corona Virus Diseases 2019 (Covid-19), what Nunan proposed cannot be applied properly, because all classes have been

changed into online class, due to the high risk to run normal class during this pandemic. This situation has been done under the decree no 9 of April, 3, 2020 of the Ministry of Health that declare the implementation of Social Distancing on a Large Scale (PSBB) for the Acceleration of the Covid-19 Management. The government closes learning activities in educational institutions such as school and university. And, the direct impact to the speaking class is the decrease of interaction among lecturer and students, due to some technological problems such as internet access, electricity, and computer or smart phone the students have.

This online learning is not effective in teaching speaking, because the speaking class type of interaction must be in the form of lecturer-student and student-student interaction. Moreover, learning to speak also requires some models of speaking from the lecturer that involves personal approach between lecturer and students. To solve this inconvenient situation, the lecturer occupy some instruments, like video conferences, or voice note, as a way to solve physical distancing and internet problems. Therefore, learning speaking become not optimal and the students feel they have difficulties in speaking English, especially in pronouncing the words because lack of models from the lecturer.

In addition, the weakness of e-learning is lack of personal/physical attention (Dharwan, 2020). That's the reason why the speaking learning process is not optimal, and also less interaction with the others make students become lazy to practice. Then, Salleh (2020) also said that e-learning has a negative impact to the students achievement, because they have no self-discipline, no face-to-face interaction, and

lack of feedback or input from lecturers. He also found that good online learning is difficult to do because lack or no facilities to support this online learning, and hard to resolve the difficulties. While, research done by Hamid (2020) reported that students perceived that the implementation of online learning during the Covid-19 period has been not fully effective. The use of e-learning in the speaking makes the learning process does not gain optimal changes comparing to face-to-face learning. Additionally, it cannot replace actual class interactions as in conventional classroom, because many teachers were less proficient in using online platform or electronic media (Mardiah, 2020)

Moreover, the research done by YustinaFitriani, Murti Bandung and MohtanaKharismaKadri (2020) found that online learning did not help students in developing their speaking ability due to internet connection, unsupported devices, and the psychological factors such as the students need of interactions with their classmate and teacher. According to the students, offline learning is more comfortable rather than online learning. They feel bored of online learning and less of practicing as the main problem. While, Cassandra's research (2020) reported that in an online learning environment, self-discipline and self-motivation are important components for success, but most students do not have these factors.

Regarding this condition, English Department students' of Universitas Negeri Padang are assumed to face the same problems in learning speaking during this online learning. Based on this situation, the researcher wants to know their speaking

difficulties as an impact of online learning in pandemic COVID-19 in order to help them solving their speaking problems.

### **1.2 Identification of the Problem**

Online learning has brought challenge in education system, but the use of online learning in the speaking class makes the learning process does not get optimal result. There are some problems faced by English Department students' in online speaking class during pandemic COVID-19, starting from technical problems such as internet connection, electricity, availability of software/hardware and psychological problems such as motivation and anxiety.

Then, online learning has an effect on students' speaking ability especially on their fluency and pronunciation, because lack of interaction among lecturer and students. Actually, in speaking class student interaction plays an important role because through the interaction students are able to improve their speaking skills. In online learning, teacher-students interactive talk is not as effective as in face-to-face classes. Therefore, some students feel online learning is not the proper choice for learning the speaking skill.

### **1.3 Limitation of the Problem**

This research focused on finding out the speaking difficulties of 2019 English Department students of UNP (Universitas Negeri Padang) that learn through online learning during COVID-19 pandemic.

#### **1.4 Formulation of the Problem**

The research problem formulated as “what factors of speaking difficulties faced by the 2019 English Department students of UNP during online learning in COVID-19 pandemic?”

#### **1.5 Purpose of the Research**

Based on the problems above, this study is aimed to find out the factors of speaking difficulties faced by the 2019 English Department students of UNP during online learning in pandemic COVID 19.

#### **1.6 Significant of the Research**

Hopefully, this study will give benefits both for students and lecturer.

For the lecturer:

- To find out what factors of student speaking difficulties due to the online learning class, so later the department will consider the results of this research in managing the online learning class for speaking.

For the students

- Help the students to find out their factors of speaking difficulties so later they can improve their speaking.

#### **1.7 Definition of key terms**

1. Speaking difficulties is the difficulties encountered by students in their oral production of English that consist of linguistic factors and non-linguistic factors



2. Online learning is learning process by using technology over the internet connection.