



**FACTORS CAUSING STUDENTS' PROBLEMS IN SPEAKING CLASS
DURING ONLINE LEARNING**

THESIS

*Submitted to English Teaching Department of Faculty of
Tarbiyah and Teacher Training of IAIN Batusangkar
as A Requirement for Completion of Study*

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ABSTRAK

DWI WULANDARI, NIM 1730104017 Judul Skripsi: **“FACTORS CAUSING STUDENTS’ PROBLEMS IN SPEAKING CLASS DURING ONLINE LEARNING”** Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Batusangkar.

Penelitian ini dilatar belakangi oleh banyaknya mahasiswa Tadris Bahasa Inggris semester 2 yang mengalami masalah selama pembelajaran *English for Classroom Discussion and Participation* secara daring. Adapun tujuan dari penelitian ini adalah untuk mengetahui dan mendeskripsikan faktor yang menyebabkan permasalahan mahasiswa selama pembelajaran daring.

Jenis penelitian ini adalah *descriptive qualitative*, pendekatan *phenomenology*. Untuk memilih informan penelitian, peneliti menggunakan angket terbuka yang didistribusikan kepada 45 orang mahasiswa Jurusan Tadris Bahasa Inggris TA. 2019/2020 yang mengambil matakuliah *English for Classroom Discussion and Participation*. Setelah angket dianalisa, peneliti mendapatkan 10 orang mahasiswa yang menghadapi masalah dalam pembelajaran kelas *Speaking* selama daring menjadi informan penelitian ini. Setelah mereka diwawancarai, data dianalisa dengan menggunakan teori Miles and Huberman yaitu dengan cara: mereduksi data, menyajikan data, serta memverifikasi data dan menarik kesimpulan.

Berdasarkan analisa data, dapat disimpulkan bahwa terdapat 9 faktor penyebab masalah yang dihadapi oleh mahasiswa yaitu :1) *Having lack of vocabulary*, 2) *Being bored because the lecturer used voicenote via WA all the time*, 3) *Being difficult to find time doing discussion with friends*, 4) *Having unsupportive environment to study*, 5) *Having lack of motivation*, 6) *Getting signal failure because of bad weather*, 7) *Having difficult to access internet among the students who live in country side*, 8) *Having financial problems*, and 9) *Having difficult to find audience*.

TABLE OF CONTENTS

COVER	
PERNYATAAN KEASLIAN SKRIPSI.....	i
THESIS ADVISOR APPROVAL OF MUNAQASYAH.....	ii
THESIS EXAMINERS' APPROVAL.....	iii
ABSTRAK.....	iv
TABLE OF CONTENTS.....	v
LIST OF APPENDICES.....	vii
CHAPTER I : INTRODUCTION.....	1
A. Background of The Study.....	1
B. Research Focus and Question.....	3
C. Definition of the Key Terms.....	3
D. Purposes of the Research.....	4
E. Significance of the Research.....	4
CHAPTER II : REVIEW OF RELATED LITERATURE.....	6
A. Review Of Related Literature	6
1. Online Learning.....	6
a. Definition of Online Learning	6
b. Platforms in Online Learning	7
c. Principles of Effective Online Learning	10
d. Positive and Negative Impact of Online Learning	12
e. Factors that Influence learning Difficulties	14
2. Speaking	16
a. Definition of Speaking	16
b. Function of Speaking.....	17
c. Purpose of Speaking.....	17
d. Students' Difficulties in Speaking	18
B. Review of Relevant Studies.....	19

CHAPTER III : RESEARCH METHODOLOG.....	21
A. Research Design	21
B. Research Setting	21
C. Research Informant	21
D. Technique of Data Collection	22
E. Checking the Data Trustworthiness.....	23
F. The Technique of Data Analysis.....	24
CHAPTER IV : RESEARCH FINDING AND DISCUSSION.....	25
A. Research Finding	25
B. Discussion.....	37
CHAPTER V : CONCLUSION AND SUGGESTIONS.....	39
A .Conclusion.....	39
B. Suggestions.....	39
BIBLIOGRAPHY.....	41
APPENDICES	

LIST OF APPENDICES

Appendix 1: Sample of Reserach Questionnaire ...**Error! Bookmark not defined.**

Appendix 2: Sample of Questionnaire Fulfilled by Students.....**Error! Bookmark not defined.**

Appendix 3: The Result of Students' Questionnaire..... **Error! Bookmark not defined.**

Appendix 4: The Result Analysis of Students' Questionnaires..**Error! Bookmark not defined.**

Appendix 5: Interview Guide.....**Error! Bookmark not defined.**

Appendix 6: Interview Result**Error! Bookmark not defined.**

Appendix 7: Data Display**Error! Bookmark not defined.**

Appendix 8: Conclusion Making and Data Verification..... **Error! Bookmark not defined.**

Appendix 9: Letter of Recommendation.....**Error! Bookmark not defined.**

Appendix 10: Research Documentations**Error! Bookmark not defined.**

CHAPTER I

INTRODUCTION

A. Background of The Study

Corona virus disease 2019 (Covid-19) has impacted the educational globe. It is envisaged that activities will not be carried out as usual in all educational institutions in order to prevent the virus from spreading; this will help to restrict the spread of Covid-19. All countries afflicted by the virus have imposed lockdowns or rules in an effort to reduce the number of persons who can spread Covid-19 by interacting with one another. Nadiem Anwar Makarim, Minister of Education and Culture, published Circular No. 4 of 2020 addressing the implementation of emergency education for the corona virus (Covid-19), one of which is that online (distance) learning is carried out to provide a meaningful learning experience for students, without being burdened by achievement of all curriculum achievements for class and graduation.

Due to the increasing number of cases of the corona virus in Indonesia, the government finally decided to implement online learning at all levels of education. This decision was made to minimize the spread of the corona virus and maximize the teaching and learning process. This condition makes students and lecturers use online media or online learning. The government also urges everyone to practice social distancing to minimize the spread of this virus.

Online learning is a kind of learning methods to support the students to learn. Students' competence in acquiring social skills for collaboration, conflict resolution, and multicultural communication, critical thinking skills for innovation and complex problem solving, metacognitive skills for self-reflection and self-learning, productivity skills for effective and efficient work organization, and metacognitive skills for self-reflection and self-learning, according to Hwee, Koh, and Chai (2016), characterizes 21st century learning and technological skills to exploit ICT tools appropriately. In

online learning, both students and teachers should have an equal opportunity to sharpen their skills. In this system, the students should be more active in the teaching and learning process, they should have a good ability in using the online system platform, be familiar with the features of the platform and be active to find other sources to support their learning process. Therefore, teachers as a part of the educational support system should be able to focus on emphasizing deep understanding and engage students with real-world data and tools. The learning process is carried out online using many kinds of application, such as Zoom, Google Classroom, Hangouts, and WhatsApp; or even from Short Message Services (SMS) in their Phone Cell.

In learning English, there are four basic skills that must be mastered, one of which is speaking skills. Speaking is a production skill that falls into two main categories: accuracy and fluency. Accuracy consists of the use of vocabulary, grammar and pronunciation through several activities, fluency takes into account "the ability to keep going when speaking spontaneously" (Drakhshan, Khalili, & Beheshti, 2016). From the above understanding, we can know that speaking ability is very important in learning English. In addition, speaking skills have many benefits. Among them are talk as interaction, talk as transaction, and talk as performance (Richards: 2008).

And in this study, the researcher will be focused on English For Classroom Discussion And Participation subject in second semester students in English Teaching Department of IAIN Batusangkar. Where in this course students are taught how to participate in a group discussion. In the learning process in this course, students are taught how to communicate properly and correctly in a discussion. For example, how to convey arguments, refute arguments and other procedures related to a discussion. During this pandemic, the learning strategies used by lecturers are very different from the strategies they use during offline classes. If during offline classes students can immediately appear in front of the class and have a direct audience, while in the online learning process students are asked to make a video related to learning and then upload it on YouTube, after that it is discussed in the

WhatsApp group. After the researcher interviewed several second semester students about this course. Researcher got the information if they found several problems during online speaking. Thus in this research, the researcher interested in a conducting a study about **Factors Causing Students' Problems In Speaking Class During Online Learning**. This research will be focused for students who already chosen English for Classroom Discussion and participation class, especially for the second semester English Department students that registered in 2019/2020 Academic Year at IAIN Batusangkar.

B. Research Focus and Question

Based on the background of the problem above, this research focused on the Factors Causing Students' Problems In Speaking Class During Online Learning. The question of this research is: "what are factors causing students' problems in speaking class during online learning".

C. Definition of the Key Terms

To avoid misunderstanding about the key terms used in this research, the researcher classifies the terms as follow:

1. Students' problems

Student problems are some of the obstacles that students get when learning speaking online in the English For Class Room Discussion and Participation subject in the second semesters of 2019 year.

2. Speaking

Speaking is one of the mandatory courses that contains subjects related to improving intermediate level speaking skills which include communication skills in basic communication functions.

3. Online learning

In this research, online learning refers to learning process over the internet and using electronic devices that students do in English for Classroom Discussion and Participation subject.

D. Purposes of the Research

According to the research question above, the purpose of this research is to know about the factors causing students' problems in speaking class during online learning.

E. Significance of the Research.

The result of this research are expected to be able to give good contribution and information for all readers, whether they are students or lecturers, even the researcher. The detail information can be seen in the following part.

1. Theoretically

This research can explain the results of factors causing students' problems in speaking class during online learning.

2. Practically

This research can be useful for:

a. English Students

By doing this research, it hopes to give information to the English students, especially the Second Semester Students of English Teaching Department at Speaking Class IAIN Batusangkar Registered in 2019/ 2020 Academic Year about factors causing students' problems in speaking class during online learning. By knowing those problems, they may search several strategies to overcome their problems in speaking class during online learning.

b. Speaking Lecturer

This research will help speaking Lecturer of English teaching department at IAIN Batusangkar to know the factors causing students' problems in speaking class during online learning. So, she will prepare several strategies to avoid the problems for the students. By doing this, it hopes her to teach speaking easier.

c. The researcher herself

This research may enrich researcher's knowledge about the factors causing students' problems in speaking class during online learning. By knowing the factors causing students' problems, the researcher will look for the strategies to solve the students' problems when the researcher will teach English in the future. At last, this research is done as one of the requirements to finish the study at IAIN Batusangkar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review Of Related Literature

1. Online Learning

a. Definition of Online Learning

Online learning has been defined in a variety of ways in the literature. Online learning is defined as instructional content or learning experience supplied or facilitated by electronic technology (Wagner, et. Al., 2008). E-learning is a teaching and learning strategy that takes use of information and communication technology” (Naidu, 2006: 1). This means that E-learning encompasses all educational activities carried out by individuals or groups via networked or standalone computers and other electronic devices, whether online or offline. The letter "e" stands for "electronic" in e-learning.

Then, online learning is a novel method of conveying knowledge that provides students greater control over the learning process (Spender, 2001). In other hand, Homan and Macpherson (2005), online learning is defined as learning that uses electronic learning materials, intranet/internet networking systems, and interactive and downloadable materials. Online learning, on the other hand, is defined by Hall and Snider (2000) as the process of learning through electronic devices connected to an intranet or the internet. Steeples and colleagues (2002) define online learning as "a broad spectrum of applications and methods that includes Web-based learning, computer-based learning, virtual classrooms, and digital collaboration." It comprises content delivery via the Internet, intranets, and extranets (LAN).

To summarize, online learning is a time-consuming learning process that occurs through the use of electronic learning materials and the internet. Teachers and students communicate digitally during this

process. Teachers use online platforms to exchange class materials, which students can download.

b. Platforms in Online Learning

There are some platforms that can be used in online learning such as:

1) Google Classroom

Google Classroom is an internetbased service provided by Google as an e-learning system . This service was created to assist teachers in creating and distributing projects to pupils without the use of paper. This service requires that users have a Google account (According to Yeboah et al in Mefolere, 2016).

Google Classroom is also restricted to schools that have Google Apps for Education installed. In the virtual world, Google Classroom was used to make it easier for a professor or teacher to interact with a student or students. Google Classroom may be used on a range of platforms, including computers and smartphones. Lecturers and students can visit <https://classroom.google.com> or search for "Google classroom" in the Play Store for Android or the App Store for iOS to download the app.

The LMS is available for use at no cost, so you can use it whenever you like. Google Classroom is a feature of Google Apps for Education (GAFE), which was introduced to the general public on August 12, 2014. Google Classroom is a program that allows users to create virtual classes. Google Classroom may be used for distributing tasks, submitting assignments, and assessing students. Google Classroom can be downloaded for free by registering for a Google account that is dedicated to education. The Google Classroom app is a fantastic tool for online teaching and learning, and it can be downloaded and used on any device.

2) WhatsApp

According to Yeboah et al in Mefolere (2016) WhatsApp is an application available on the new generation that allows users to send text messages to each other for free. This is because WhatsApp sends messages through an internet data connection. WhatsApp supports a wide range of communication formats, including simply text, images, audio files, and videos. Furthermore, WhatsApp is considered as a relatively new educational tool with comparable beneficial characteristics as previously adopted technical tools, but it appears that WhatsApp has some up-to-date features that motivate teachers and students to use it in order to improve comprehension (Bouhnik, & Dshen, 2014).

WhatsApp also has a number of features, including text messages, attached photos, audio and video files, and web address links. The app has grown in popularity over the last two years, collecting over 350 million users and being rated the top downloaded app in 127 countries (Cohavi, 2013). According to Dshen et al. (2014), this app has academic benefits, such as the teacher's availability for study questions and the ability to share study material via WhatsApp, which reaches everyone instantly. Notably, use of WAG (WhatsApp Group) also enables the students to review the material at home, and to bring additional knowledge beyond the official hours. Army (2014) states that there are two benefits of WhatsApp for distance learning: mobile learning and context free access to learning resources. Student appropriation of WhatsApp enabled phones for lecturer-students and peer-based consultation leveraged their participation as they redressed poor connectivity via institutional networks.

3) YouTube

In the context of teaching and learning, YouTube is used as a video repository to assist both lecturers and students (DeWitt et al,2013:7). Videos help in the cognitive and social development of students in problem solving tasks (Zahn et al in DeWitt, 2013). YouTube, similar to Facebook, is a great way to flip the classroom by allowing students to see lectures and resources before joining the classroom. Students will be more apt to do their best in creating a video, and they will enjoy being able to express their creativity as they connect more deeply with the course subject, just as they will in blogging, because the material will be seen by a bigger audience.

4) Zoom

Zoom is a cloud-based meeting and webinar service that also allows for document sharing and video conferencing. It allows English professors, for example, to gather their students together in a non-aggressive environment in order to achieve more. Zoom is the industry leader in modern workplace video communications, offering a simple and dependable cloud platform for video and audio conferencing, collaboration, chat, and webinars on mobile devices, PCs, phones, and room systems. Through dynamic interactions with students, Zoom's features allow English teachers to explore and analyze the four skills (According to Guzacheva, 2020)

Zoom encourages English teachers to annotate their shared screen in addition to screen sharing, making classes more interactive. Students can record and toggle recording on and off as many times as they wish during a lesson if the teacher permits it, and English teachers can record their lessons to the cloud or locally if the teacher allows it. Teachers can record and replay classes to examine students' strengths and weaknesses, while students can use recorded sessions to evaluate their own abilities. Students can also see recorded classes to see how far they've progressed over time. English

teachers can also assess their students' development by showing the video session to a trusted colleague and asking constructive feedback. English teachers can use Zoom to communicate their course content in a variety of ways. English teachers can use Zoom's screen sharing to help students improve intercultural skills by sharing engaging items like movies, articles, and presentations. English teachers can encourage students to use active inquiry to analyze and evaluate their learning during lessons and after watching them. Educators could also urge students to create and share a video reflection on their courses.

c. Principles of Effective Online Learning

In maximizing the online learning process, there are several principles which can be used as a reference. Cheung (2017) explained that there are four main lessons online learning principles, namely:

1) Encourage Student-Faculty Contact

Educators discovered that the more meaningful and regular contacts between teachers and students, the higher the student engagement and satisfaction. Faculty may learn what course content students are coping with and provide the necessary support to help them get through difficult situations by connecting with them. As a result, students are more likely to keep their drive throughout their academic careers.

2) Encourage collaborative learning

In a collaborative learning environment, students share their expertise and work together to achieve common learning goals. In other words, learners have an active role in knowledge acquisition in collaborative learning processes, and knowledge is generated and shared jointly. Learners, for example, take part in group discussions, study, and share their points of view with their classmates. Collaborative learning has been shown to help students develop

higher order thinking skills and generate deeper knowledge through shared goals, discoveries, and a shared process of meaning-making.

3) Encourage active learning

The concept of requiring students to participate in activities that require them to reflect on what they've learned and how they're applying it is known as active learning. Students that engage in active learning take charge of their own education. To engage in active learning, students can, for example, talk about what they're learning, write about it, compare it to previous experiences, and apply it to their daily lives. As a result, students must apply what they learned in 11th grade to their everyday life.

More importantly, research has demonstrated that active learning can lead to improved knowledge retention, eagerness to study, comprehension, and attitudes toward the content being taught.

4) Give Prompt Feedback

Students benefit from immediate feedback because it allows them to examine their present knowledge, reflect on what they've learned and what they still need to acquire, and accept ideas for future progress. As a result, students can make adjustments to improve their learning accomplishment and satisfy their learning objectives.

5) Emphasize time on task

Educators must create clear time expectations for students in order to assist them dedicate a reasonable amount of time to completing various learning tasks, which lays the foundation for great performance.

6) Set and communicate high expectations

Over the last 40 years, research on teacher expectations has shown that when teachers expect their pupils to perform well, they do so. To put it another way, bigger expectations help students do better. The self-fulfilling prophesy effect is the name for this

phenomena. High expectation teachers use a variety of strategies to help students learn faster, including creating clear grading rubrics, offering frequent feedback, and praising positive learning behaviors and outcomes. Teachers can accelerate students' learning by using grading rubrics, providing frequent feedback, and praising positive learning behaviors and outcomes.

7) Respect diverse talents and ways of learning

Teachers must now educate kids from a variety of cultural origins, learning capacities, learning styles, and a variety of other qualities. To meet this challenge, teachers must not only acknowledge various skills in theory, but also employ a variety of teaching tactics tailored to their students' needs and strengths. According to studies, different teaching styles result in varying levels of knowledge retention.

8) Technology application

Technology is an important part of online education since students must learn and engage with instructors and peers utilizing a variety of online tools. However, communication and information technologies cannot guarantee student achievement on their own. Educators must instead embrace technology as a tool to increase student involvement.

d. Positive and Negative Impact of Online Learning

1) Positive impacts

According to L. Tjokro (2009), as quoted in Indahkusuma & Putri (2016:7), the application of Online Learning has the following benefits:

- a) Online learning makes it easier for students to understand the lesson because it is assisted by using multimedia facilities in the form of images, text, animation, sound and videos.
- b) Students can save costs, usually studying at school using transportation, shopping money, photocopies and others. In online

learning students only need to be at home without spending a lot of money.

- c) Students get more time to understand and look for learning material. Usually learning at school only gets an understanding of the material from the teacher, in online learning students can understand the material from various sources 24 hours.
- d) Online learning is more practical than face-to-face learning. Where online learning directly discusses the subject of learning material while face-to-face learning there is more pause and long learning time in the classroom.

Meanwhile, according to Widakdo & Fananie, (2020:7), the positive impact of implementing online learning are as follows:

- a) Online learning can improve the creativity of students and teachers in increasing knowledge through technology.
- b) Online learning can be done anywhere and can be accessed at any time by teachers and students without having to be in the classroom. So that online learning is flexible.
- c) Online learning can add insight to teachers and students in accessing various online applications for the teaching and learning process.

Based on the explanation above, it can be concluded there are several positive impacts online learning such as online learning makes it easier for students to understand, students can save costs, students get more time to understand and look for learning material and online learning is more practical than face-to-face learning.

2) Negative impact

According to Nursalam (2008), as quoted in Indrakusuma & Putri (2016), there are faults in the usage of online learning:

- a) Online learning causes a lack of interaction between teachers and students in the teaching and learning process.

- b) The online learning process tends to be fast because of the limited learning time so that students do not understand the learning material.
- c) Internet facilities that are not available or uneven in all places. So that it makes it difficult for students may feel frustrated if they cannot access graphics, pictures, and videos.
- d) There are still many teachers and students who have not mastered technology or online learning applications.
- e) Lack of computer language proficiency in teachers and students.
- f) Many students have financial constraints in buying internet packages.
- g) Students become bored and burnout.

Meanwhile, according to Widakdo & Fananie (2020:4), the negative impact of the application of Online Learning is as follows:

- a) Children are given many assignments by teachers.
- b) The effect of work and parental education on access to online learning.
- c) Mothers are more involved with children than fathers.

Based on the foregoing, it can be stated that online learning has a number of disadvantages, including Online Learning causes a lack of interaction between teachers and students, limited learning time, Internet facilities that are not available or uneven in all places, lack of computer language proficiency in teachers and students, many students who have financial constraints in buying internet packages, Mothers are more involved with children and students become bored and burn out.

e. Factors that Influence learning Difficulties

A factor is a component or cause that has an impact on achievement (Crozier, 2006: 282). Morris (1973: 469) defines a factor as "anything that actively contributes" to an achievement, result, or process. A factor, in this sense, can be defined as a set of

circumstances or events that influence a process, outcome, or performance.

According to Dalyono (1997: 239), there are numerous reasons that might cause learning issues at school "internal (originating from within students) and external (originating from outside students) elements that induce learning difficulties (coming from outside the students). Internal variables include physical and spiritual issues, while external factors include family, school, and the public sector." Another opinion Hamalik (2005: 117) mentions "factors that affect that can cause learning difficulties are classified into four factors, namely: from oneself, the school environment, the family environment, and from community environment".

Internal factors are factors that come from within students. Dimiyati and Mudjiono (1994: 228-235) suggest "factors" internal factors that affect the learning process are attitudes, motivation, concentration, processing teaching materials, extracting results learning, achievement, self-confidence, intelligence, study habits, and goals student". According to Dalyono (1997: 239) "internal factors of a physical nature can due to illness, or physical disability, and spiritual factors, namely: intelligence, talent, interest, motivation, mental health, and special types a student". Slameto (1995: 56) also explains "internal factors that" cause learning difficulties, namely physical factors (health and disability) body), psychological factors (intelligence, attention, interests, talents, motives) maturity, and readiness) and the fatigue factor.

External factors are factors that come from outside the students. Dimiyati and Mudjiono (1994:228-235) said "that the external factors that cause learning difficulties including teachers,

facilities and infrastructure learning, policy, student social environment, and school curriculum". Some experts have the same opinion as Slameto (1995: 56), Dalyono (1997: 239), and Shah (2002: 172) "that" external factors that cause learning difficulties come from family, school, and social environment.

2. Speaking

a. Definition of Speaking

According to Torkey (2006), speaking is described as an interactive process of building meaning that comprises producing, receiving, and processing information, as defined by Burns and Joyce (1997). The context in which it occurs, the participants, and the reasons of speaking all influence its form and meaning. Based on this opinion, speaking produces, receives, and processes information that is influenced by context and has a specific purpose.

Speaking is defined as a two-way procedure including true transmission of ideas, facts, or sentiments by Eckard & Kearny (1981), Florez (1999), and Howarth (2001) in Torkey (2006). This top-down perspective sees spoken texts as the result of collaboration between two or more people in a shared time and space.

According to Thonburry (2005) and Ginusti (2014), speaking or oral communication is a two-person activity in which listeners and speakers must react to what they hear and participate at a high rate. Speaking, on the other hand, is the active use of language to express meanings so that others can understand them, according to Cameron (2001) and Ginusti (2014). She goes on to say that speaking in a foreign language necessitates paying close attention to the finer points of the language in order to communicate with others. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that the listener will understand.

b. Function of Speaking

Brown and Yule provide a relevant distinction between two basic language functions in Fauzi (2012:4). These are the transactional function, which is primarily concerned with information transfer, and the interactional function, which is concerned with the preservation of social relationships.

Speaking functions are split into three categories, according to Richards (2008): talk as interaction, talk as transaction, and talk as performance. Talk as an interaction refers to discussion used in daily activities in social interaction, such as greeting individuals, exchanging pleasantries, engaging in small talk, discussing personal experiences, and so on. Speaking as a transaction means about situations that are focused on the meaning conveyed or messages such as, such as a teacher teaching students, etc. Speaking as a show, on the other hand, refers to public speaking that involves delivering information to an audience, such as class presentations, public announcements, and speeches. According to the definitions above, speaking is an activity in which people use utterances to convey their thoughts, feelings, and opinions, as well as exchange information. Therefore, as a means of communication, it is necessary for people to speak well.

c. Purpose of Speaking

Brown and Yule (1983) proposed a crucial difference between the interactional purposes of speaking, which focus on the establishment and maintenance of social relationships, and the transactional functions, which focus on the transmission of information, according to Azizah (2016).

From this opinion, it can be explained that purpose of speaking is to interact with other people. One of the purposes of speaking is to exchange information as well as a transaction function between two or more people.

The following is a more detailed analysis of the purpose of speaking by Kingen (2000) in Torkey (2006), which combines both the transactional and interpersonal purposes of speaking into a twelve-category list:

- 1) Personal means expressing one's own feelings, opinions, and convictions.
- 2) Descriptive adjectives are used to describe someone or something, whether actual or imagined.
- 3) Creating and conveying stories or events in a chronological order.
- 4) Giving instructions or guidance with the goal of achieving a specific result is said to as instructive.
- 5) Questioning is the process of obtaining knowledge through asking questions.
- 6) To make a judgment about two or more objects, people, ideas, or opinions, compare them.
- 7) Mental representations of persons, places, events, and objects that are imaginatively expressed.
- 8) Prognostic it means predicting what will happen in the future.
- 9) Exploring meanings, making hypothetical conclusions, and evaluating implications are all examples of interpretative work.
- 10) Persuasive is altering others' opinions, attitudes, or points of view, or in some way influencing others' behavior.
- 11) Explanatory is explaining, clarifying, and defending concepts and points of view.
- 12) Informative is exchanging knowledge with others.

d. Students' Difficulties in Speaking

In general, the most common difficulties faced by students in speaking are limited vocabulary, not knowing how to pronounce a word correctly, and reluctance to speak English every day for fear of being laughed at if they make a mistake.

According to Chens (2009) in Azizah (2016), the common difficulties faced by students in speaking are that they are not confident, limited fluency and limited vocabulary. The limited ability and vocabulary possessed, as well as the lack of self-confidence will certainly be a more serious obstacle for students to develop their speaking skills. Self-confidence is the key to improving speaking skills. Whatever mistakes are made in speaking, of course it will not be a scary thing when you have high confidence in yourself.

On the other hand, Taiqin (1995) in Heriansyah (2012) stated that Ninety-five percent of students claimed they had difficulties speaking in class because they were terrified of making mistakes, they had no clue what to say, they were not confident and comfortable if they made mistakes, and they were not interested in the issues that the lecturers presented. So, we can conclude that some of the factors that cause students' difficulties in speaking are because they afraid to make a mistake, they lacked confidence, and they were at a loss for words.

B. Review of Relevant Studies

There are some studies that have been conducted related to this research. First, Budiyani and Sujarwo (2019) did a research entitle “The impact of internet application as resources of learning on students’ independence 32 learning” The findings of this study show that: (1) the internet's availability as a learning resource at school is adequate in terms of use and administration. (2) The availability of the internet in the classroom as a learning resource for students' autonomous learning in English lessons has a favorable impact. The similarity between Budiyani and Sujarwo’s online learning and internet as a tool learning process. The difference between these two research are Budiyani and Sujarwo’s told about internet as one of online resources of independent learning while this research this research focus the factors causing students’ problems in speaking during online learning.

Second, Kuama and Intharaksa (2016) did a research entitled "online learning suitable for all English language students. OLLS were used by SLs more frequently than ULs, according to the findings. Furthermore, a significant difference between the mean values of SLs and ULs for metacognitive techniques ($t=2.66^{**}$) was identified at the level of 0.01 ($p.01$). However, there was no discernible difference in the usage of resource management strategies by SLs and ULs. There was a substantial variation in perceptions of attachment in online learning. In online learning, metacognitive methods and affection demonstrated strong associations with online English learning outcomes. Students with inadequate English proficiency lacked online learning skills and self-directed learning experience, according to the research. They might not be prepared to take English classes online. The previous study and this one have one thing in common: they both talk about how to online learning. The difference is the previous research examined online language learning strategies (OLLS) used and affective in online learning of 33 successful and unsuccessful online language students and investigated the relationship between OLLS use, affection in online learning and online English learning outcomes. While this study will analyze the factors that cause students' problems in online speaking classes.

The third study was conducted in 2020 and was titled "An Analysis The Difficulties Factors of Students' Speaking Performance at The Ninth Grade of Islamic Junior High School Masmur Pekanbaru" which was carried out in 2020". 66 ninth-grade pupils from Islamic Junior High School Masmur Pekanbaru took part in the study. With a total sample of 20 students drawn from the entire population, the author employed cluster random sampling. To gather information, the author employed a questionnaire to assess the pupils' speaking abilities. The difference between that study and this one is that this one focuses on the traits that cause pupils to struggle with online communication.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used descriptive qualitative research methods. This research wants to find out factors causing student' problems in online speaking class among English Teaching Department Students of IAIN Batusangkar registered 2019/2020. Moleong, (2006) states that qualitative research is the study intending to understand the phenomenon of what is experienced by the subject of the research such as motivation, perception, behavior and so on, in holistic manner. Pathak (2017:1) says that phenomenological research design is a study that attempts to understand people's perception and understanding of a particular of phenomenon. Phenomenon is a fact or situation that is observed to exist or happen, especially one whose cause. This research concerns about factors causing students' problems in speaking class during online learning among English Department students of IAIN Batusangkar Registered in 2019/2020 Academic Year.

B. Research Setting

This research setting was the students that followed English for Classroom Discussion and Participation subject in second semesters of English Teaching Department of Tarbiyah Registered in 2019/2020 Academic Year.

C. Research Informant

The term "research informant" refers to the person who obtained the data. According to Gay (2000: 139), qualitative research selects volunteers who are thoughtful and have relevant information, perspective, or experience to the research topic. According to Moleong (2006:327), study informants must meet numerous characteristics, including: (1) honesty, (2) reliability, (3)

speaking, and (4) participants who are not members of specific groups. and (5) the subject has certain views about the case.

Students who became informants in this study is students who are included in the criteria of the informants as follows: (1) The english students of IAIN Batusangkar that followed English for Classroom Discussion and Participation academic 2019/20120 (2) students that follow English for Classroom Discussion and Participation subject in online (3) students who get problems in online speaking.

D. Technique of Data Collection

1. Research Instrument

The main instrument of this research was the researcher herself. As it is explained by Gay (2000:19), the researcher relies herself as the main instrument of data collection. Beside of it the supporting instrument of the research is observation sheet, interview guide and recording. Then, Gay, Mills and Airasian (2012:465), claim that qualitative data analysis requires that the researcher be patient and reflective in a process that strives to make sense of multiple data sources, including videotaped observation, from observations and interviews, field note, questionnaires, maps, audiotape transcripts, and pictures. It could be called that the researcher should go through the research setting to get the data, do the observations, do interview and interpret the data by herself. On the other hand, there are some additional instruments that will be used in this research; they are audio recording, video recording and documentation. In this research, the researcher will use the instrument to collecting the data are questionnaire and Interview guide.

According to Noor (2011:139), questionnaire is a collection of questions to be given by the respondents in order to get the respond of the questions. In this research, researcher used open-ended question. Then, the researcher did the interview to clarify some unclear information from the questionnaire.

According to Gay (2000:219), an interview is purposeful interaction, usually between two people; focus on one person trying to get information from another person.

The data was collected by doing an interview. The interview had been conducted to get the data related to factors causing students' problems in speaking class during online learning. Interviews are employed when the researcher wishes to learn more about informants, according to Sugiyono (2007:194). Unstructured interviews had been used by the researcher. According to Sugiyono (2007:197), unstructured interviews are free interviews in which the researcher does not use interview techniques that are designed methodically and solely for data collection.

E. Checking the Data Trustworthiness

Checking of the data trustworthiness used to ensure the trustworthiness of the collected data. As stated by Moleong (2006: 330) triangulation is a technique which is used to see the validity of the data by using another way in collecting the data. According to Creswell (2012:393), triangulation is the process of using multiple methods, data collection strategies, and data sources to obtain a more complete picture of 33 what is being studied and to cross-check information. The researcher also cross-check information from informant with his/her friend.

In this research, the researcher did interview in order to check the trustworthiness of the data from the informant. As the first step, the researcher used questionnaire to take the data from the informant. Then, in order to check the credibility of the data, the researcher did the interview. Creswell (2012:392) states that prolong participation at the study site to overcome distortions produced and to provide the researcher with the opportunity to test biases and perception

F. The Technique of Data Analysis

Data were analyzed by using Miles and Huberman's method. Miles and Huberman (1994:10) describe three steps for analyzing data, as follows:

1. Reduction of the Data

Data reduction is interpreted as a process of choice, focused interest, simplification, abstraction, and transformation of existing data from written records in the field. Data reduction occurred during the interview. In other words, when data is collected, phases continue to occur such as making conclusions, codifying, investigating themes, grouping, and writing memorandums.

In the data reduction, the researcher did some steps. First, the researcher wrote the transcription of the interview result. Second, she coded the data as follows: the informant by using alphabet-number such as I-1 means first informant, I-2 means second informant and so forth. She bold and give code for each problems. The bold words with code F.1 for the first factors causing students' problems, F.2 for the second factors and so forth.

2. Data Display

The second step of analysis data is data display. Data display is the set of information which arrange and give the possibility to take conclusion and a treatment. In this step, the researcher used table of factors causing problems faced by students in online speaking learning. Looking at table has helped to analyze the factors causing students' problems faced by students in online speaking learning. Then, the researcher made a table that has clear information about the data has already given by the informants.

3. Data Verification and Conclusion

After reducing and displaying data, the final step is to make conclusions and verify the data. In this activity, the researcher make conclusions and verify data by concluding factors causing students' problems in speaking class during online learning.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This chapter presents the result of the research entitled factors causing students' problems in speaking class during online learning. The data was collected through interviews. A total of ten participants in this research were chosen by using purposive sampling. The range of interviews was about 5-7 minutes, the interview was digitally recorded by phone and continued to transcription. The informants of this research were three male and seven females. They were ten informants (I-1, I-2 up to I-10). The researcher interviewed by phone call on on Friday, 23th July 2021 at 13.46 p.m in by using phone to the first informant (I-1). And for the second informant the researcher call by phone on 24th july 2021 at 15.38pm. The researcher interviewed by using Bahasa Indonesia to make the communication ran well and effectively.

At the end of data collection, the researcher analyzed them by reducing the data of the interview result. Based on the data analysis, she found several factors causing students' problems in speaking class during online learning. They were: :1) *Having lack of vocabulary*, 2) *Being bord because the lecturer used voicenote via WA all the time*, 3) *Being difficult to find time doing discussion with friends*, 4) *Having unsupportive environment to study*, 5) *Having lack of motivation*, 6) *Getting signal failure because of bad weather*, 7) *Having difficult to access internet among the students who live in country side*, 8) *Having financial problems*, and 9) *Having difficult to find audience*.

The following explanation is the results of the interview gotten from those informants dealing with factors causing students' problems in speaking class during online learning.

They are as follow:

1. Having Lack of Vocabulary

Based on the first interview with the research informants, the researcher found that the informants faced problems in having vocabulary. It can be seen from the informant 1 (I-1), informant 5 (I-5), Informant 6 (I-6), and informant 9 (I-9). The explanation about this can be seen in the following part.

The researcher did interview with informant 1 (I-1) on Friday, 23th July 2021 at 13.46 P.M.

The interview result was:

R : “Baik. Apakah bisa disimpulkan bahwasannya ketidakpahaman I-1 dalam memahami materi disebabkan oleh terbatasnya kosakata yang I-1 miliki?”

(Ok. Can it be concluded that I-1’ ununderstanding in comprehending was caused by having lack of vocabulary?)

I-1 : “Iya kak. Soalnya kemaren itu kan baru semester 2 kak. Masih terbilang baru, jadi **kosakata bahasa inggris I-1 belum terlalu menguasai kak**”

(Hmmm, maybe in the vocabulary there are words that are almost the same as they are pronounced, sis, but they have different writings and their meanings, like by (by) and bye (goodbye) are almost the same, so it's difficult, bro, and lack of learning resources, bro, so it's a bit it's hard).

Next, the researcher did interview with informant 2 (I-2) Monday , 26 July 2021 at 12.45 P.M

The interview result was:

R : “Baik. Tadi selanjutnya I-5 juga mengatakan bahwasannya I-5 mengalami masalah lainnya yaitu I-5 kurang memahami materi yang diberikan oleh dosen. Jadi kira-kira apa faktor penyebab I-5 tidak memahami materi yang diberikan oleh dosen tersebut?”

(Ok. And then you said that another problems that you got is you do not understand the material presented by the lecturer. Can you explain what the cause is?)

I-5 : “Iya kak, jadi kadang materi yang diberikan oleh dosen itu dikirim melalui VN atau rekaman suara dengan bahasa inggris kak. **Kadang saya kurang memahami maksud dari yang disampaikan dosen tersebut kak**”.

(Sometimes i don't understand the meaning of what the lecturer says).

Then, the researcher did interview with informant 6 (I-6) on Monday, 26 th July 2021 at 21. 40 A.M.

The interview result was :

R : “Bisa I-6 elaskan maksud dari masalah yang Alfy hadapi tersebut?
(Can you explain the meaning of your problems?).”

I-5 : “Iya kak, jadi kadang materi yang diberikan oleh dosen itu dikirim melalui VN atau rekaman suara dengan bahasa inggris kak. **Kadang saya kurang memahami maksud dari yang disampaikan dosen tersebut kak.**”
(Sometimes i don't understand the meaning of what the lecturer says)

Next, the researcher did interview with informant 9 (I-9) on Wednesday, 3th August 2021 at 13.20 P.M .

The interview result was:

R : “Baik. Dari beberapa masalah yang telah I-9 sampaikan tadi, kakak ingin nanya satu persatu. Yang pertama yaitu kata I-9, I-9 mengalami masalah dalam memahami materi yang diberikan oleh dosen. Bisa I-9 jelaskan apa faktor penyebabnya?”
(Ok. From some of the problems you have mentioned earlier, I want to ask one by one. The first I-9 said that I-9 had problems understanding the explanation from the lecturer. Can I-9 explain the factors of the problem?)

I-9 : “Mungkin **karna kosakata bahasa inggris nisa yang kurang ya kak**, jadi kadang tidak paham maksud dari yang dijelaskan oleh dosen tersebut kak.”
(Maybe it because I got lack my vocabulary).

2. Being bord because the lecturer used voicenote via WA all the time

Based on the first interview with the research informants, the researcher found that the informants faced problems in being bord because the lecturer used voicenote via WA all the time. It can be seen from the informant 1 (I-1), and informant 10 (I-10). The explanation about this can be seen in the following part.

The researcher did interview with informant 1 (I-1) on Friday, 23th July 2021 at 13.46 P.M.

The interview result was:

R : “Baik. Bisa I-1 jelaskan faktor penyebab I-1 kurang memahami pembelajaran yang dilakukan dosen menggunakan WA?”
(Well, can I-1 explain factors that cause I-1 do not understand the learning carried out by lecturers using WA?)

I-1 : “Jadi kalau menggunakan WA, biasanya dosen mengirimkan materi kak. Terus dijelaskan dengan VN (Voice Note). Nah syarah lebih suka jika belajarnya menggunakan ZOOM kak. **Karna kalau hanya menggunakan WA atau VN itu membosankan kak.**”
(Because, if just focus on using WA and ZOOM it felt so boring)

Next, the researcher did interview with informant 10 (I-10) on Tuesday, 3th August 2021 at 15.04 P.M.

The interview result was:

R : “Bisa dhisty jelaskan masalah seperti apa yang dhisty alami?”
(Can you explain the problem that you got?)

I-10 : “Kemaren tu kita **lebih sering menggunakan aplikasi WA dalam belajar kak. Jadi bosan aja gitu kak**”
(lecturers use the WA application more often in learning, so it feels very boring)

3. Being Difficult to Find Time Doing Discussion with Friends

Based on the third interview with the research informants, the researcher found that the informants faced problems in Being difficult to find time doing discussion with friends. It can be seen from the informant 1 (I-1), informant 4 (I-4), Informant 6 (I-6), and informant 7 (I-7). The explanation about this can be seen in the following part.

The researcher did interview with informant 1 (I-1) on Friday, 23th July 2021 at 13.46 P.M.

The interview result was:

R : “Bisa dijelaskan faktor penyebab syarah kesulitan berdiskusi dengan teman-temannya?”
(Can you explain factors causing you and your friends got problems in discussion?)

I-1 : **“Penyesuaian waktu sih kak. Kadang ada yang bisa kadang ada yang enggak kak. Terus ada juga dari beberapa teman yang mengalami kendala seperti jaringannya bermasalah kak.”**
(And also some of my friends are having network problems).

Then, the researcher did interview with informant 4 (I-4) on 4 on Sunday, 25th July 2021 at 20.30 a.m.

The interview result was :

R : “Baik. Kalau dalam pembuatan tugas yang diberikan bagaimana rani.. apakah ada kendala yang rani hadapi?”

I-4 : “Rani mengalami kendala dalam mengupload tugas tersebut kak. Dan juga kalau tugasnya dalam bentuk kelompok **kita kesulitan dalam menemukan waktu yang sama-sama bisa semuanya untuk diskusi kak.**”
(We are having problems adjusting the time to discuss).

Next, the researcher did interview with informant 6 (I-6) on Monday, 26 th July 2021 at 21. 40 A.M.

The interview result was :

R : “Kenapa I-6 menganggap pembagian tugas kelompok tersebut kurang efektif? Bisa dijelaskan?”

I-6 : “Soalnya kan kita belajarnya online kak. Apa lagi untuk **menyesuaikan waktu** dengan teman kelompok itu kan sulit dan ribet kak. Jadi kadang ada yang bisa diskusi sekarang ada juga yang enggak kak. Jadi penyesuaian waktunya sih kak.”
(It's hard to adjust the time).

Next, the researcher did interview with informant 7 (I-7) on Tuesday, 27th July 2021 at 13.15 P.M.

The interview result was :

R : “Bagaimana dalam pembuatan tugas yang dilakukan secara berkelompok itu I-7. Apakah I-7 ada mengalami masalah atau kendala?”
(How in the making of the tasks carried out in groups. Did I-7 have any problems or problems?)

I-7 : “A ... kalau itu pasti kak. Soalnya kalau kita belajar yang dilakukan secara normal kita kan bisa bertemu tatap muka dengan orangnya langsung. Jadi bisa diskusi langsung. Tapi kalau

sekarang kan o ...kita kan serba online jadi harus pakai Zoom atau Google Meet untuk diskusi. Sedangkan Dilla kan jaringannya bermasalah kak, jadi terkendala untuk melakukan diskusi dengan aplikasi tersebut kak. **Dan juga kadang susah mencari waktu** untuk diskusi itu sendiri kak. Walaupun kadang kita diskusi menggunakan WA tapi kadang ada yang aktif ada yang enggak kak”

(And also It's hard to adjust the time).

4. Having Unsupportive Environment to Study

Based on the next interview with the research informants, the researcher found that the informants faced problems in having unsupportive environment. It can be seen from the informant 2 (I-2), informant 4 (I-4), and informant 10 (I-10). The explanation about this can be seen in the following part.

The researcher did interview with informant 2 (I-2) on Friday, 23th July 2021 at 15.38 P.M.

The interview result was:

R : “Bisa I-2 jelaskan masalah apa yang sekar hadapi?”
(Can you explain the problems that you got?)

I-2 : “Hmmm Karna belajar online jadi otomatis I-2 belajarnya kan dirumah kak, **jadi kadang dirumah ada banyak orang sehingga sekar sering tidak focus belajarnya kak. Karna berisik kak**”
(Sometimes there are a lot of people at home, so it's noisy and I can't focus on studying).

Then, the researcher did interview with informant 4 (I-4) on Sunday, 25th July 2021 at 20.30 A.M.

The interview result was:

R : “Baik. Tadi sebelumnya di awal juga rani bilang bahwa lingkungan ditempat rani sangat berisik. Apakah bisa disimpulkan bahwasannya faktor penyebabnya adalah karna posisi rumah rani yang terletak ditepi jalan raya?”
(Well. Previously, at the beginning, Rani also said that the neighborhood where Rani was very full. Can it be said that the cause is because of the position of Rani's house which is on the edge of the highway?).

I-10 : “E iya kak. **Rumah rani yang dekat jalan raya kak**”
(My house is near the highway).

5. Having Lack of Motivation

Based on the next interview with the research informants, the researcher found that the informants faced problems in having unsupportive environment. It can be seen from the informant 2 (I-2), informant 5(I-5), and informant 9 (I-9). The explanation about this can be seen in the following part.

The researcher did interview with informant 2 (I-2) on on Friday, 23th February 2021 at 15.38 P.M.

The interview result was:

R : “Kira-kira apa faktor penyebab I-2 kurang bersemangat dalam pembelajaran speaking online kemaren?”
(What are the factors that cause you to be less enthusiastic about learning?)

I-2 : “Karna belajarnya online, jadi **kurang termotivasi** aja untuk belajar kak”
(Lack of motivation).

Then, the researcher did interview with informant 5 (I-5) on Monday , 26 July 2021 at 12.45 P.M.

The interview result was:

R : “Apakah masih ada masalah lain yang joni hadapi selama pembelajaran online speaking pada semester 2 kemaren?”

I-5 : “Ada kak. Lebih ke bosan aja sih belajar online kak. **Kurang termotivasi** aja belajarnya gitu. Jadi kurang bersemangat jadinya kak “
(Lack of motivation).

Next, the researcher did interview with informant 9 (I-9) on Wednesday, 3th August 2021 at 13.20 P.M.

The interview result was:

R : “Baik. Selanjutnya tadi I-9 mengatakan bahwa nisa kurang bersemangat dalam mengikuti pembelajaran. Bisa I-9 jelaskan apa faktor penyebab masalah tersebut?”

(Well. Furthermore, I-9 said that she was less enthusiastic in participating in learning. Can I-9 explain what are the factors causing the problem?).

6. Getting Signal Failure because of Bad Weather

Based on the next interview with the research informants, the researcher found that the informants faced problems in getting signal failure because of bad weather. It can be seen from the informant 2 (I-2), informant 3 (I-3), informant 6 (I-6), informant 8 (I-8), and 10 (I-10). The explanation about this can be seen in the following part.

The researcher did interview with informant 2 (I-2) on Friday, 23th February 2021 at 15.38 P.M.

The interview result was:

R : “Bisa I-2 jelaskan masalah apa yang I-2 hadapi, dan apa faktor penyebabnya?”

(Can I-2 explain what problem I-2 is facing, and what are the factors causing it?)

I-2 : “Iya kak, kadang ada tugas yang disuruh bikin dalam bentuk video kak. Nah sekar kesulitan dalam mengirimkan tugas tersebut dikarenakan kadang **jaringannya jelek kak**”

(The internet network was bad).

Then, the researcher did interview with informant 3 (I-3) on Saturday, 24th February 2021 at 21.20 A.M.

The interview result was:

R : “Dari beberapa point yang telah I-3 sampaikan sebelumnya, pertama-tama kakak ingin bertanya dulu tentang point pertama. Jadi I-3 menyampaikan bahwasannya adanya masalah seputar jaringan. Jadi bisa I-3 jelaskan, maksud dari jaringan yang I-3 hadapi?”

(From several points that I-3 have conveyed before, first of all, I want to ask you about the first point. So I-3 conveys that there is a problem regarding the network. So can I-3 explain, the meaning of the network that I-3 is dealing with?)

I-3 : “Oke, mmm.. maksud jaringan yang Nadilla hadapi itu kadang jaringan itu tergantung cuaca, **kadang kalau cuaca bagus jaringannya bisa 4G tapi kalau buruk bisa H+ atau E sehingga pas belajar suara dosennya jadi terputus-putus kak.**”

(if the weather is good the network is good too, but if it rains the internet network gets worse too).

Then, the researcher did interview with informant 6 (I-6) on Monday, 26 th July 2021 at 21. 40 A.M.

R : “Bisa I-6 jelaskan masalah jaringan seperti apa yang I-6 hadapi?”

I-6 : “Iya, jadi kadang-kadang ni bisa ketika pembelajaran English for Classroom Discussion berlangsung tiba-tiba **kalau hari hujan jaringannya tiba-tiba hilang kak.**”
(If it rains the network was bad).

And, the researcher also did interview with informant 8 (I-8) on Wednesday, 28th July 2021 at 20.04 A.M.

R : “Baik. Yang pertama I-8 mengatakan bahwasannya I-8 menagalami kendala seputar jaringan. Bisa I-8 jelaskan kendala seperti apa yang I-8 hadapi?”
(Well. The first I-8 said that I-8 had problems with the network. Can I-8 explain what kind of obstacles I-8 face?)

I-8 : “E ... misalnya gini kak. Kan sri belajar speaking pada semester 2 pakai Zoom atau pakai G. Meet (Google Meet) jadi karna mungkin **pengaruh cuaca** atau juga kadang karna jaringannya memang yang kurang bagus. Jadi susah kadang untuk bergabung di Zoom kak. Jadi sri sering leave otomatis dari aplikasi zoom tersebut kak”
(Due to the influence of the weather).

Then, the researcher also did interview with informant 10 (I-10) on Tuesday, 3th August 2021 at 15.04 P.M.

R : “Baik. Kira-kira apa faktor penyebab jaringan I-10 sering bermasalah?”
(Well. What are the factors that cause the I-10 network to often have problems?)

I-10 : “**Hmm.. kadang karna hujan dan juga mati lampu kak.**”

(If it rains and the lights go out, the network will be bad too).

7. Having Difficult to Access Internet Among the Students who Live in Country Side

Based on the next interview with the research informants, the researcher found that the informants faced problems in having difficult to access internet among the students' who live in country side. It can be seen from the informant 3 (I-3), informant 4 (I-4), informant 5 (I-5), informant 8 (I-8), and 9 (I-9). The explanation about this can be seen in the following part.

The researcher did interview with informant 3 (I-3) on Friday, 23th February 2021 at 15.38 P.M.

The interview result was:

- R : “Berarti apakah memang ditempat I-3 tinggal jaringannya memang kurang bagus?”
(Does that mean that where I-3 lives, the network is really not that good?)
- I-3 : “A .. iya benar kak. Karna **tempat tinggal I-5 yang lumayan jauh dari perkotaan mungkin menjadi penyebab jaringan disini kurang bagus kak.**”
(I-3's residence, which is quite far from the city, might be the cause of the network here not being good, sis).

Then, the researcher also did interview with informant 4 (I-4) on Sunday, 25th July 2021 at 20.30 A.M

- R : “Baik...dari point-point yang I-4 sampaikan sebelumnya, kakak mau tanya yang pertama, katanya masalah jaringan. Kira-kira maksudnya disini gimana I-4? Bisa I-4 jelaskan terlebih dahulu?”
(Ok...from the points I-4 said earlier, I want to ask the first one, you said it was a network problem. What do you mean here, I-4? Can you please explain first?).
- I-4 : “Baik kak.... Jadi dikampung rani ini, rani kan memakai kartu exsis kak. Jadi untuk jaringan eksis disini sangatlah bermasalah lalu rani sudah mencoba untuk mengganti kepada kartu Telkomsel, namun tetap saja jaringannya bermasalah kak. Karna mungkin itu karna **daerah I-4 yang susah dijangkau jaringan** kali kak...”
(I-4 areas that are difficult to reach by the network).

Then, the researcher also did interview with informant 5 (I-5) on Monday , 26 July 2021 at 12.45 P.M.

R : “Kira-kira apa faktor penyebabnya jaringan I-5 tu tidak bagus? Emang kenapa di daerah tempat I-5 tinggal?”
(What are the factors that cause the I-5 network is not good? Why is it in the area where I-5 lives?)

I-5 : “E mungkin karena di **daerah sini terlalu jauh dari pusat internetnya atau jaringannya jadi jaringan yang ada di daerah tempat saya tinggal ini sangat tidak bagus kak.** E atau mungkin karna jauhnya tower atau pemancar jaringannya terlalu jauh dari daerah tempat saya tinggal kak”
(because in this area it is too far from the internet center or the network, so the network in the area where I live is not very good, sis).

Next, the researcher also did interview with informant 8 (I-8) on Wednesday, 28th July 2021 at 20.04 A.M.

R : “Baik, bagaimana jika cuaca ditempat I-8 sedang bagus, apakah tetap ada terkendala jaringan?”
(Okay, what if the weather at I-8 is good, is there still a network problem?).

I-8 : “A ... iya kak. Karna ditempat I-8 jaringan yang bagus kan hanya Telkomsel, jadi disini kebanyakan orang memang pakai kartu telkomsel kak. Jadi memang sering jelek jaringannya kak. Mungkin karna **faktor tempat tinggal juga kak.** Karna tempat tinggal I-8 memang jauh dari jangkauan internet kak”
(Maybe because of where I live).

Next, the researcher also did interview with informant 9 (I-9) on Wednesday, 3th August 2021 at 13.20 P.M.

R : “Oke. Bagaimana dengan masalah yang kedua. Apa kira-kira faktor penyebab jaringan I-9 bermasalah?”
(Okay. What about the second problem. What are the factors that cause the I-9 network to be problematic?)

I-9 : “E ... jadi gini kak. **Jaringan ditempat I-9 itu sangat tidak bagus kak, yang pertama emang karna rumah tempat I-9 jauh dari kota kak jadi jauh jauh dari jangkauan internet kak.** Bisa dibilang I-9 tinggal dikampung kak, jadi jaringannya emang kurang bagus kak. Apa lagi kalau harus belajar menggunakan aplikasi Zoom atau Google Meet. I-9 sering susah untuk join kak, dan sering ketinggalan materi juga.”

(The network at I-9 is not very good, Sis, the first is because the house where I-9 is far from the city, Sis, is far from internet coverage, Sis).

8. Having Financial Problems

Based on the next interview with the research informants, the researcher found that the informants faced problems in having financial problems. It can be seen from the informant 3 (I-3), and 9 (I-9). The explanation about this can be seen in the following part.

The researcher did interview with informant 3 (I-3) on Friday, 23th February 2021 at 15.38 P.M.

The interview result was:

R : “Masalah apa yang I-3 hadapi ketika tidak adanya kuota internet dari pemerintah?”
(What problems do I-3 face when there is no internet quota from the government?)

I-3 : “Ya, **keterbatasan uang untuk membeli kuota internet kak.**”
(Yes, limited money to buy internet quota, sis.)

Next, the researcher also did interview with informant 9 (I-9) on Wednesday, 3th August 2021 at 13.20 P.M.

R : “Baik, apakah ada masalah lain dalam pembuatan tugas?”
(OK, are there any other problems in creating assignments?)

I-9 : “Iya ada kak. Terus dalam pengiriman tugasnya kak. Karna dalam bentuk video otomatis paket yang dibutuhkan juga besar kak. Kemaren tuh belum ada bantuan paket dari pemerintah lagi kak. **Jadi I-9 keterbatasan biaya juga untuk membeli paket selama pembelajaran online kak.**”
(So I-9 Limited costs also to buy packages during online learning sis).

9. Having Difficult to Find Audience

Based on the next interview with the research informants, the researcher found that the informants faced problems in having difficult to find audience. It can be seen from the informant 3 (I-3), and 9 (I-9). The explanation about this can be seen in the following part.

The researcher did interview with informant 3 (I-3) on Friday, 23th February 2021 at 15.38 P.M.

The interview result was:

- R : “Baik, selain dari masalah yang telah I-3 sampaikan sebelumnya tadi apakah masih ada masalah lain yang I-3 hadapi?”
(OK, apart from the problems you mentioned earlier, are there any other problems?)
- I-3 : “A masalahnya itu ketika pembuatan tugas kak. Misal disuruh bikin video kak, **jadi I-3 tidak ada audience**, sehingga speaking I-3 itu tidak terekspresikan dan tidak bisa berinteraksi dengan audiencenya kak.”
(I don’t have an audience).

Next, the researcher also did interview with informant 9 (I-9) on Wednesday, 3th August 2021 at 13.20 P.M.

- R : “Bisa I-9 jelaskan masalah seperti apa yang I-9 hadapi?”
- I-9 : “Ya kadang kita disuruh bikin video kak. Kalau bikin video tuh kadang kita butuh audience kak. **I-9 kesulitan dalam mencari audience kadang kak.**”
(I-9 has a hard time finding an audience sometimes, sis).

B. Discussion

Based on the result of the data analysis, it showed that there are nine factors causing students’ problems in speaking class during online learning. They are : Lack vocabulary, platform used by the lecturer, difficulty finding time for discussion, unsupportive environment, lack of motivation, bad weather, accessibility, lack of funds, don’t have audience.

Some of them were have similarities with previous research. The previous research is a research by Perwira, Subagyo and siswati (2019) entitled “Masalah yang dihadapi dunia pendidikan dengan tutorial online: sebuah short review”. They found three problems in online learning. They were: 1) lack of social interaction, 2) lack of technology, and 3) the low level of students motivation. In this research, the researcher found the different thing. This research focused on the factors causing sudents’ problems in speaking class during online learning. Most of students have

problems and the factors causing that problems is lack vocabulary, platform used by the lecturer, difficulty finding time for discussion, unsupportive environment, lack of motivation, bad weather, accessibility, lack of bunds, don't have audience.

Furthermore, Lasmii Mustika cakrawati (2017) did a study titled "students' perceptions on the utilization of online learning platforms in EFL classroom." The majority of participants in the survey thought that using Edmodo or Quipper in English teaching and learning was useful and efficient in terms of time. Although slow-speed internet is considered to be one of difficulties in using Edmodo and Quipper, most of the participants agreed that the online learning platforms can help them in 56 practicing language skills, acquiring new vocabularies, and improving their understanding on the contents of the lesson.

The result of this study showed the all students' speaking problems were lack of technology. Most of students have a problem in technology because they live in a place that has bad internet network. Lack of social interaction, the students have a speaking problem in online learning because they cannot meet their teacher and friends face to face so they could not wreathe a good communication. The different finding of this research is this research found several factors causing students' problems in speaking class during online learning. They were: Lack vocabulary, platform used by the lecturer, difficulty finding time for discussion, unsupportive environment, lack of motivation, bad weather, accessibility, lack of bunds, don't have audience

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

According to the study that had been conducted, it can be concluded that there were several factors causing students' problems in speaking class during online learning. They were: 1) *Having lack of vocabulary*, 2) *Being bored because the lecturer used voicenote via WA all the time*, 3) *Being difficult to find time doing discussion with friends*, 4) *Having unsupportive environment to study*, 5) *Having lack of motivation*, 6) *Getting signal failure because of bad weather*, 7) *Having difficult to access internet among the students who live in country side*, 8) *Having financial problems*, and 9) *Having difficult to find audience*.

B. Suggestions

Based on the results of this research, the researcher would like to give some suggestions. They are:

1. English Students

This research is suggest to the English students department in IAIN Batusangkar, especially students who have been taken English for Classroom Discussion and Participation subject and also students who will take English for Classroom Discussion and Participation the difficulties that have been founded by the researcher. And for the students who having difficult to access internet among the students who live in country side, students can they can find a good place out of internet reach before studying.

2. English Lecturer

This research is suggest to English for Classroom Discussion and Participation lecturer of English Teaching Department in IAIN Batusangkar to search the strategies for decreasing the difficulties that

have been founded by the researcher, especially problem in having difficult to access internet among the students who live in country side.

3. Next Researcher

Based on the result of the research, the researcher hopes that this study can motivate the next researcher to continue the research about the effort in decreasing students' problem in having difficult to access internet among the students who live in country side.

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