STUDENTS' AND LECTURERS' PROBLEMS IN ONLINE LEARNING SPEAKING CLASS

THESIS

This thesis is submitted to fulfill the requirement for "Sarjana" Degree in English Language Education

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Kepada

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Assalamu'alaikum Wr.Wb

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat bahwa skripsi atas nama **Citra Kusumawati (18551016)** mahasiswa IAIN Curup Prodi Tadris Bahasa Inggris, yang berjudul **"Students' and Lecturers' Problems In Online Learning Speaking Skill (Qualitative Research)"** sudah dapat diajukan dalam sidang munaqasah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih.
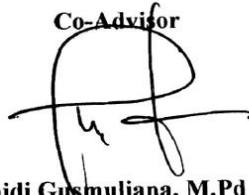
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PREFACE

All praises to Allah SWT that the writer had finally finished writing her thesis entitled **"Students' and Lecturers' problems in online learning speaking class (Qualitative Research)".**

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realize that this thesis is far being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

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Wassalammualaikum Warrahmatullah Wabarakatuh

Curup,   Juli 2022

Writer

Citra Kusumawati

MOTTO AND DEDICATION

MOTTO:

- Nothing impossible when Allah says Kunfayakun

- Do it now because sometimes later will be never

- The trouble is, you think you have time

DEDICATION:

- My wonderful and beloved family, the greatest man ever my father Triono. The most patient and beautiful woman ever, my mother Sugiyanti.

- My beloved brother who always be my partner in the midnight to talk a random topic Tedi Hariadi.

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ABSTRACT

Citra Kusumawati 2022: **Students' and Lecturers' problems in online learning speaking class.**

Advisor   : Prihantoro, SS., M. Pd

Co-Advisor   : Paidi Gusmuliana, M.Pd

This research aimed at finding; Students' and lecturers' problems in online learning speaking class and the efforts to cope with the problems. This study used a qualitative research design by using interview as the encouragement of the data. The research subjects were 5th semester in 2020/2021 students and speaking lecturers of English language education Department in IAIN Curup. Based on the results of this study, the researcher found the problems that students face during online learning, were; network problem, lack of confidence, shy and lack of motivation, worrying in grammatical and pronunciation errors, and difficulty understanding the material. Besides, the efforts of students were finding a good network, fixing problems with platform used during online classes, and they asked for creative classes and use their learning style to understand the material being studied to overcome their learning difficulties. For lecturers' problems in online learning speaking class are difficulty to apply teaching strategies such as pair and group work, lack of ICT ability and also the problems come from student, and lecturer's efforts such as prepare anticipation application, sharing with their colleagues and always give students motivation. So that, the problems of the students and lecturers were in teaching strategies and problems that comes from the students themselves. So the efforts increase motivation in practicing in online learning and creative learning is needed.

Keywords: Students' problems and Lecturers' Problems.

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CHAPTER I

INTRODUCTION

This chapter describes the reasons for conducting the research and it deals with several points: Introduction that concerns the background of the research, question of the problems, the research objectives, the significance of the research, delimitation of the research, operational definition as will be elaborated in the following sections.

A. Background of The Research

Currently, the world, including Indonesia, is facing a big problem, namely pandemic Covid-19. The pandemic has an impact on many parties, both health and the economy, and even this condition has penetrated the world of education.[1] The central government at the regional level provides a policy to dismiss all educational institutions. This is done as an effort to prevent the spread of Covid-19 transmission. It is hoped that all educational institutions will not carry out activities as usual. This can minimize the spread of the Covid-19 disease. As a result, educators are required to design learning by utilizing online media. Kemendikbud stated about issued a Circular on Online Learning and Working from Home in the Context of preventing the Spread of Covid-19.

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[1] Dewi Puspitasari, *"Teacher Strategies in Survival Speaking Learning during Covid Pandemic"*, Jurnal Bahasa sastra dan pengajarannya, Vol.15, No. 01, 2021.Page 37

One of the contents of this letter is to cancel teaching and learning activities and replace it. Network-based learning (Online) via E-learning that can be used by various educational institutions[2]. Online learning media, often referred to as e-learning, is a medium to support education and not as a substitute for education. The process of e-learning as a distance learning medium creates a new paradigm, namely the role of teachers who are more "facilitators" and students as "active participants" in the teaching and learning process[3]. Therefore, teachers are required to create good teaching techniques and present interesting teaching materials, while students are required to actively participate in the learning process.

Online learning aims to meet educational standards by utilizing information technology using computer devices or gadgets that are interconnected between students and teachers and between students and lecturers, so that through the use of these technologies, the teaching and learning process can still be carried out properly.[4] Utilization of information technology is expected to be able to overcome the teaching and learning process that can continue to run well even though it is in the middle of the corona covid pandemic.

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[2] Ali Sadikin dan Afreni Hamidah, "*Pembelajaran Daring di Tengah Wabah Covid-19",* Jurnal Ilmiah Pendidikan Biologi, Vol. 6, No. 02, 2020. Page. 218.

[3] Kadek Suartama, E-Learning, Konsep dan Aplikasinya, Singaraja: Universitas Pendidikan Ganesha, 2014, hal. 22.

[4] Roida Pakpahan and Yuni Fitriani *"Analysis of the Use of Information Technology in Distance Learning Amid the Corona Virus Covid-19 Pandemic"* (Journal: System Information, Applied, Management, Accounting and Research, 4 no. 2(2020). Page 231

IAIN Curup is one of the colleges that implements online learning or online activities, which refers to the rector's circular number 0420/IN.34/WR. I/PP.00.9/03/2020 concerning IAIN Curup's policy on preventing the spread of COVID-19 in the IAIN Curup environment, which stated that learning activities at IAIN Curup were still carried out with an online learning system or optimally independent assignments. Practical activities such as field practice and the like are rescheduled or replaced with appropriate methods without losing the substance and quality of these activities.[5]

Associated with learning media during pandemic, as for courses in the English Department, there are several skills learned, such as listening, speaking, writing, and reading. All of these courses are very important in the field of English language majors, such as speaking skills that must be learned through online. What should be clear to you is that speaking is one of the important skills in the English language because speaking is an activity done by people to communicate with others. Speaking also becomes the most important skill because it is always used in daily conversation. As mentioned by Leong, Lai-Mei & Seyedeh Masoumeh Ahmadi, also explained that speaking is the most

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[5] Surat Edaran Rektor IAIN Curup

important skill because it is one of the abilities that is needed to perform a conversation.[6]

This means that an activity involves two or more people, whose participants are listeners, and the speaker must react to whatever they hear and contribute at high speed so that each participant has the intention or set of intentions he wants. But in fact, previously in the speaking class, which was conducted face-to-face, they were not necessarily able to improve their speaking skills. All of learning has to be online, but we have to face it. Online speaking learning is done without face-to-face contact, such as through making videos, presentations using the Zoom application or Google meet.[7]

The change of platform in learning from face-to-face to online learning causes a new problem which seems to have an impact on several things, such as the media used are different, the learning system is also different from face-to-face learning, and the methods used by the lecturers are also different. Even though this condition causes new problems, which is very different from face-to-face learning, Researcher saw phenomena in online learning speaking classes based on students who experienced both online and offline learning system. There are 4 levels of speaking class, such as speaking for daily conversation, Speaking

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[6] Yustina Fitriani, Murti, Mohtana Kharisma Kadri, *"Students' Percpective of Online Learning on Speaking Class During Covid 19 Pandemic"* Journal of Language and Literature. Vol 7, 2020.

[7] Ali Sadikin dan Afreni Hamidah, *"Pembelajaran Daring di Tengah Wabah Covid-19",* Jurnal Ilmiah Pendidikan Biologi, Vol. 6, No. 02, 2020. Page. 218.

for group activities, speaking for formal setting and speaking for academic purpose. It means that in some levels, speaking need to face to face for example in group activities. Online learning speaking are less effective without directly method or face to face learning, and less interaction by body gesture. So Researcher want to find out if there are problems that arise when in online speaking compared to problems in offline speaking. This research will be a guide if one day something undesirable happens that requires the learning system to return without face-to-face interaction.

As a result, this research can identify the problems as well as the efforts that can be made to improve the effectiveness of online learning speaking classes. While the problem itself is an obstacle or problem that must be solved, in other words, the problem is a gap between reality and something that is expected well in order to achieve maximum results. Based on research that has been done, a study conducted by Ahmad found a phenomenon that EFL learning, which requires a lot of practice for its application, also experiences obstacles when the learning system is applied. In speaking courses with distance or online learning, students also find problems in imitating the way of speaking exemplified by their teacher, and the teacher also cannot optimally train the students to speak[8].

This case is also experienced by students and lecturers in the English Department of IAIN Curup. They feel that there are some problems in the online

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[8] Pre-Interview with some students

speaking class. Based on pre-interview, students' fifth semester in 2020/2021 have many problems, such as a lack of the opportunity to practice conversation with friends or lecturers. Using online media seems monotonous, whereas previously when speaking face-to-face classes, lecturers could provide different methods to practice students' speaking skills, such as conducting discussions, asking questions, or giving a topic and students are asked to express their opinion. Besides the lack of students' enthusiasm, some lecturers do not pay attention to the activities.

Then, fear of mistakes, shyness, anxiety, lack of confidence, lack of motivation are also faced by students in online speaking classes. For lecturers, they stated a lack of proper applications to cover or control students. Lecturers feel less skilled in using the application well and also lecturers cannot directly assess students' speaking progress due to the limitation in the learning control. Lecturers are limited in conducting the control during online speaking classes. This is caused by the absence of a discussion forum menu in the application used. Many students do not use it well. Another phenomenon is that some students fill in the attendance list at the beginning, but after that they are no longer active until the end of the learning. Some students even leave the online learning to do other activities without being controlled by the lecturers. This means that some students are not fully active from the beginning to the end of the lesson[9].

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[9] Pre-Interview with lecturer

Besides that, there are so many efforts made by students and lecturers. Students' efforts to cope with the problem, such as always providing internet quota at home so the signal is strong and makes it easier to follow online learning; managing learning time without doing other things at the same time in order to maintain focus; looking for references to be active in online learning. Always make the best assignments in online speaking class, such as making the video, practicing English with friends, trying to be braver in speaking, making sentences from difficult words, making English club, looking up the dictionary for words, doing exercises in the grammar book, reading English in order to get new ideas, practicing English by themselves to increase confidence.

On the other hand, lecturers also have ways to overcome the problems, such as giving them a project video task, asking them to speak on many topics, and creating a friendly and open classroom environment. By doing so, it is hoped that shy students will feel comfortable making mistakes in their learning, as they will not be concerned about their imperfect pronunciation and grammar, and as a result, they will be more willing to speak in their online speaking class[10]. Lecturers also should be more careful about anxiety, which can be intense in students, and find techniques that allow students to participate more in oral activities, provide students with positive reinforcement, motivate students, and create an easing environment in online classes. These are important to be noticed

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[10] Sidiq Indra Nugraha, *"Problems faced by EFL Teacher in Teaching Speaking During Pandemic"*, Jurnal Bahasa dan sastra, Vol.6. No.2, 2021.Page 269

by the lecturers since they can lower students' anxiety, increase their confidence, and encourage their willingness to communicate.

Maximizing students' exposure to English is a good way to build the students' confidence. Lecturers can provide regular opportunities to practice proper pronunciation and intonation and to converse freely. By doing this, students will experience a greater sense of ability to speak English. The lecturer should create a comfortable atmosphere in which learners are encouraged to talk in English and are praised for talking.

To encourage students' motivation, lecturers should provide constant encouragement and support, as well as ask questions that reveal the basis of a student's problems. Doing this becomes very important because encouragement also gives students a feeling of security and welcome in their learning. Other suggestions to increase students' motivation include activities like promoting awareness of the importance of speaking, enhancing students' interest in English and developing their self-confidence. Therefore, from these things, it can be said that online speaking classes have many problems. Some research shows that online learning is successful, but there are still many that show that online learning is having problems. Based on the description above, in this research, the researcher is going to investigate students' and lecturers' problems in online speaking classes and also the efforts to overcome the problems.

The researcher chose the fifth semester in 2020/2021 students of English Study Program of IAIN Curup and Speaking Lecturer. This research is necessary and important to do to find out what are the problems are experienced by students

B. Question of The Research

Based on the background above, the researcher formulates the research questions:

1. What are students' problems in online learning speaking class during pandemic?

2. What are lecturers' problems in teaching online learning speaking class?

3. What are the students' efforts to overcome the problems?

4. What are the lecturers' efforts to overcome with the problems?

C. Objectives of The Research

Based on the research question above, the objectives of the research are to investigate:

1. The problems faced by students in online learning speaking class.

2. The problems faced by lecturers in teaching online speaking class.

3. The students' efforts to overcome the problems.

4. The lecturers' efforts to overcome the problems.

D. Significances of The Research

The researcher hope this research can give contribution to the English teaching and learning. It has two majors' significance:

1. Theoretical Significance

    This research gives the information about the problems in online speaking class and also gives the solution or the efforts to overcome the problems.

2. Practical Significance

    a. For students

        For students, this research is expected to foster student interest and motivation for independent learning even though learning is carried out online or non-face-to-face, even though in online learning there are several new challenges and obstacles students face.

    b. For Lecturers

        For lecturers, the results of this study are expected to help increase creativity in maximizing the use of information technology in learning online speaking classes.

    c. For researchers

        For further researchers, it can be used as material for consideration and the result of this research may become a reference and contribute informative input to solve the similar problem.

E. Delimitation of The Research

The researcher delimited this research to get more specific data. The researcher has investigated Students' and Lecturers' problems in Online Speaking Class (The Students of fifth Semester in 2020/2021 of English Study Program of IAIN Curup and Lecturers' speaking). Researcher has chosen speaking lecturer because the lecturer who taught speaking classes online and offline and in the online learning process, so the lecturer has been felt for themselves what problems face when teaching online speaking classes. Researcher took the subject in fifth semester in 2020/2021 because in this semester they were studying the last speaking or Speaking for Academic Setting. After all, this is the last level of speaking course they should have better speaking skills than before. But in this case, they have to follow online speaking class.

F. The Operational Definition

Conceptual review in research is relationship between concept one and other concepts of the problem to be studied. In addition, conceptual in various language can be used to explain the topics to be examined. Including the conceptual in this study as follow:

1. Speaking Class

Speaking is one of the productive skills that must be mastered by EFL Students. This skill is very vital since the aim of learning a language is to be

able to use it as a tool to communicate properly and accurately. Speaking being the initial expression of language has been positioned as a critically essential skill that should be taught with suitable methods. According to Bailey, in speaking, speakers attempt to establish meaning through the creation, reception, and processing of information.[11] From these theories, it can be concluded that speaking skills are related to communication. Speaking is the skill of using a language.

2. Online Class

Online learning is a teaching and learning process that makes use of learning platforms and an internet connection. Online learning, as defined by Ade Kusuma in La Ode Anhusadar, is a learning process that makes use of information technology, in this case the internet, to convey information, foster engagement, and facilitate learning. On the other hand, because it just uses internet-connected software, online learning can be completed quickly and easily[12].

3. Online Speaking class

Speaking class is so different. As we know based on the rule of our education minister, all of the learning and teaching process should be done in

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[11] Anita Jati Laksa *"The Effectiveness of using Chan Story Game on Speaking skill"* accessed in 2016. http://repository.ump.ac.id/2221/3/chapter%20ii_anita%20jati%20laksana_pbi%2716.pdf

[12] Sri Ariani, *"Problems of Online Learning During Covid-19 Pandemic in Speaking for Professional Context Class",* Journal of English Language Teaching, Vol.08.No.01, 2021. Page 32.

online class. The lecturer and the students should study new concept of learning speaking class. As the result they get addition of problems and difficulties in speaking class related to the process of teaching and learning. So their learning process is done in some ways online class such as WhatsApp group, google classroom, and zoom meeting. All of the online class of course needs high technology for using it. The students not only should be mastered the material in speaking English but also the technology for showing their performance.

G. Organization of The Research

The thesis consists of five chapters; the brief description below.

Chapter I consists of introduction covering background of the study, research question, the objective of the research, significant of the research, delimitation, the operational definition, and the organization of thesis. Chapter II provides theoretical foundation that is related to this research and previous of the research. Chapter III presents method used in this research. It is included kind of research, subject of the research, techniques of data collecting, instrument of the research, and technique of data analysis. Chapter IV presents Finding and Discussion of the research, and chapter V presents the conclusion

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the review of literature related to the present study. In conducting this research, the researcher used some related theories as to the reference which can aid in analyzing data. In this chapter will conduct Related theories and related findings.

A. Related Theories

1) Online Learning

   a. Definition of Online Learning.

   In the Covid-19 pandemic condition has forced all activities that tend to cause crowds to be stooped including teaching and learning activities at school or campus. As a result, the learning process is carried out online (E-Learning), this online learning method can be a solution so that the teaching and learning process can continue. Online learning is considered to be the best solution for teaching and learning activities during the Covid-19 pandemic. Allen and Seaman Stated that Online learning is a learning system without directly face-to-face between teacher and students, online learning requires an internet network. Another definition also stated by Kim that Online learning is

a learning method which in practice is not face to face directly in the classroom but through information technology using internet facilities[13].

In this way, online learning can be undertaken from anywhere teachers and students are. Online learning is the best alternative for education in the midst of the pandemic era. Certainly, this situation is a challenge for all teachers to innovate their teaching and learning practices, especially for English teachers because English is a subject that requires mastery of five skills in learning. According to Walabe and Luppicini, that Online learning refers to courses that use technology and internet to provide constructive learning opportunities for students[14]. However, applying technology in education is not easy as it seems considering so many aspects take roll in it as they are related one to other.

This is in line with Ali, stating that technology is the means for delivery and requires a close cross- collaboration between instructional, content, and technology teams. Murgatrod, also added certain deficiencies such as the weakness of online teaching infrastructure, the experience of teachers, the information gap, the complex environment at home, and so forth. Of course, if you see electronic media or technology to carry out learning

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[13] Daniel R Bailey, *"Learning from Experience in the midst of Covid-19: Benefits, Challenges, and Strategies in Online Teaching",* Computer assited Language Learning, Vol 02. No. 02.2020. Page 176

[14] Yustina Fitriani, Murti, Mohtana Kharisma Kadri, *"Students' Percpective of Online Learning on Speaking Class During Covid 19 Pandemic"* Journal of Language and Literature. Vol 7, 2020.

through online, internet data is very much needed, because without the internet, everyone will not be able to access the learning that is done online. The teacher and students carry out learning together, at the same time, but in different places, various applications and platforms can be used, such as WhatsApp, telegram, zoom meeting, google meet, google classroom, Edmodo, and others.

To support this online learning, the main device needed is a Computer or android connected to the internet network. So, based on explanation above, researcher got the conclusion of online learning. Online learning is a learning system carried out without face to face between teacher and students, this system is done with an online media, and to make this system work well, internet data is needed in order to connect students and teachers or lecturers. Online learning becomes a new challenge for the students and teachers in this situation especially in learning activities. In this era there are so many platforms or application can use in online learning such as zoom meeting, google meet, or so on.

Online learning is the best alternative for education in the midst of this situation, because this is a challenge for all teachers to innovate their teaching and learning practice. This should be easier for students because they do not have to be in one place but in same time but must have adequate facilities such as internet data and also media that use during follow online learning.

Besides making it easy, of course there are also difficult or challenges such as places that are less accessible by signal, do not have supporting media and so on.

b. Purpose of Online Learning.

According to Soekarwati, there are some purposes of online learning, such as: to allow people to learn for personal accomplishment or to earn a professional degree, without physically attending a traditional university or academic setting[15]. Applied for all levels of schooling from grade school to graduate degrees, e-learning is versatile enough to accommodate all learning styles. With online learning, so that students can flexibly manage their learning activities according to the time and other daily activities of students. Online learning also has the potential to make the learning process more effective because the opportunities for students can interact with teachers, friends, and learning materials are wider, student can communicate with their teachers at any time, namely via e-mail.

Then, through online learning it is possible for students to be able to study even if they are not physically present in the classroom. Learning activities are very flexible because they can be adjusted according to the students' time availability. Learning activities occur through student

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[15] Ali Muhtadi, Dian Wahyuningsih," The Effectiveness of Online Learning Model Implementation",Research Journal.2020

interaction with available learning resource and can be accessed from the internet.

c. Characteristics of Online Learning

Online learning refers to the use of internet-based technology features, which are highly dependent on the availability of information technology. According to Rudi and Riyana as quoted in Indra Kusuma and Putri. There are four characteristics of E-Learning which are explained as follows:

a) The attractiveness of students to learning material does not depend on the instructor/learner, because students construct their own knowledge through teaching materials delivered through the web site interface,

b) Sources of knowledge are everywhere and can be easily accessed by everyone. This is due to the globalized nature of the Internet media and can be accessed by anyone who is connected to it,

c) Learners/educational institutions function as mediators/mentors,

d) Obtained from a restructuring of education system policies, curriculum and management that can support the application of (ICT) Information and Communication Technology for education optimally[16].

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[16] Leli Efriana, Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the solution, Journal of English language:2021, P.38

d. Online learning in Speaking class.

Changing learning system change the previous platforms from face to face to be online system. This is affect all learning activities, especially in teaching English. As we know that there are 4 skills in English, as follows speaking, listening, writing and reading. Speaking is one of the four skills of English learning, it also become the most important skill because it is always used in daily conversation. Then, speaking is an activity of reproducing a word orally. It means that there is a process of changing ideas between a speaker and a listener. From this definition, before this situation speaking class did by face to face or directly in same time and same place, but this pandemic makes all learning system to be online. Online learning done through some applications that can support the running of the learning especially in speaking class such as Zoom, Google meet, google classroom or so on.

There are so many strategies that make by lecturers in order to make their students to be able to speak well, this ability requires the proficiency in teaching a second language. As the teacher or lecturers must be apprehensive that speaking involves more than simply using words to articulate what teachers or lecturers are thinking as well as how could transfer the meaning to student well. Yusuf and Zuraini stated that Speaking and communicating occur in various condition, yet it is agreeable to say that the most observable

of speaking and communicating conduct in the classroom especially during the learning activities.[17] It denotes to the teacher who explains the material being taught, which certainly through speaking to the students. Especially in the context of EFL countries where English teacher is required to often speak as it needs to be clearly.

2) Students' and lecturers' problems and their efforts

a. Problems in Learning

There are many reasons for problem occur in learning it can see from students' reaction to their teachers' behavioral, from other factors inside the classroom, or from outside factors, Kumaravadivelu state that problems in learning refers to learner internal and external factors, the factors problem in learning as follow: Individual factors that consist age and anxiety, Negotiation factors, that consist Interaction and interpretation, Tactical factors that consist Learning strategies and communication strategies, Affective factors that consist Attitudes and motivation, Knowledge factors that consist Language knowledge and metalanguage knowledge, Environmental factors that consist educational and social context[18].

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[17] Putra Maha Anugrah "An Analysis of Teachers' Challenges in Teaching Speaking Through Online Learning During Covid-19 Pandemic in SMAN 2 Abiansemal" Journal of educational study.Vol.1, Th. 2021. Hal. 26

[18] Hiya Anisa, Arifmiboy, *"An Analysis of Factors Influencing the students' learning English achievement"* Journal of English Language and Education Vol. 6 No.2 (2021)

In short, problem in learning based on Kumaravadivelu is outcome of learner factors and outside learner factors. Internal factors are individual factors and affective factors (age, anxiety, boredom, self-esteem, attitude, and motivation). In External factor, there are tactical factors, knowledge factors, negotiation factors and environmental factors (family, other education, strategies in learning and the classroom).

b. The problems in Online learning

The change from face-to-face learning systems to online learning, certainly makes students and lecturers have to adapt to this condition. Even though it has been agreed upon, this study has caused controversy. For the teaching staff, online learning is only effective for assignments, while making students understand online learning material is considered difficult. In addition, the technological and economic abilities of each student are different. Not all students have facilities that support online learning activities. Inadequate internet connection, unsupported devices, and expensive internet quotas are obstacles to online learning. However, learning must continue. Each education provider has its policies in responding to this rule. Several higher education institutions provide internet quota subsidies to students for the implementation of online learning.

c. Students' problems in online speaking class

Mastering speaking is not easy. In learning speaking, the students are usually faced by the problems during teaching learning process. Ur explained that there are some problems faced by the learners in speaking. These problems can be explained as follow: Inhabitation, unlike reading, writing, and listening activities, speaking requires some real time exposure to an audience, learners are often inhibited about trying to say things in a foreign language, nothing to say, the learners have not idea to speak[19].

Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the feeling that they should speaking. Un-event participation, only one participant can talk at a time if he or she is to be heard. In large group this means that each one will have only very little time to talk. This problem is compounded by tendency of some learners to dominate, while others speak very little or not at all. Successful speaking activity in class can be seen by performing of students in the class.

The lecturer can see where is the students that having high motivation in speaking English and the other students are less of motivation in speaking class. It is also a duty of the lecturer for motivating all of the students in speaking class so all the students can be performing they're the best

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[19] Hendra Heriansyah *"Speaking Problems Faced by the English Departement Students of Syiah Kuala University"*, Education Journal,Vol. 6. No. 1 (2019). Page. 3

performing of speaking English. Nowadays, in Covid pandemic the situation of learning and teaching speaking class is so different. As we know based on the rule of our education minister, all of the learning and teaching process should be done in online class. The lecturer and the students should study new concept of learning speaking class.

As the result they get addition of problems and difficulties in speaking class related to the process of teaching and learning. So their learning process is done in some ways online class such as WhatsApp group, google classroom and zoom meeting. All of the online class of course needs high technology for using it. The students not only should be mastered the material in speaking English but also the technology for showing the performance. Based on the explanation above, it can conclude that there are some students' speaking problem in online speaking class. Researcher found some student's problem in a thesis by Alfian Ramadhani, 2021 entitle "Students problems in speaking education study program of state Islamic university of Sulthan Thaha Jambi during pandemic" In this thesis used a theory from Juhanna to find the problems and to know the factors of the problems.

So Juhanna stated that there are some factors that faced by the students when they are speaking: In internal aspect: Psychological factors, and Linguistics apect. In external aspect: Environmental and Teaching Strategies

and Technical sides[20]. So researcher classified the factors into internal and external. Internal factor consists psychological aspect, and linguistic aspect and external factors consist environmental aspect, teaching strategies and technical side. It will discuss below:

a) Internal Factors

1. Psychological aspect, regarding to learning attitudes plays in determining learning achievements (Confidence, Shyness and Motivation). Confidence is very important role in speaking English language, if the students did not believe and confident in themselves then they cannot speak English language or they lack the confident when they are speaking. Shyness is also one of the biggest factors by which the students cannot speak English language. It is kind of feeling which students feel while speaking English language. In shyness they are not confident of themselves to speak, they are unable to remember the grammar rules and correct vocabulary in speaking English, due to shyness they feel uncomfortable and anxious in front of people speaking English. Motivation, by the lack of motivation in speaking English language then they did not take interest in

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[20] Dyah Sih Pratiwi, Candraning *Prihatini "Problems and Diffculties of Speaking at Muhammadiyah Lampung University in Covid Pandemic",* Journal of English Education and Linguistics. Vol.2. No. 1 (2021). Page 43

speaking English language, finally There are only some students who speaks, there is no persuasion form the lecturers toward the student, every student does not have equal chance to speak.

2. Linguistic, one of most problems that learners face associated to their language collection. The problems of linguistics aspect, as follow: (Worrying for making grammatical errors) in speaking English language mostly, the students make grammar mistakes, they used the wrong tenses sometimes they cannot easily differentiate between the difference and how to use the past, present and future, (Pronunciation errors) if someone speaks with the wrong pronunciation, the meaning of the word becomes different and makes the listener not understand the meaning of the speaker. (Vocabulary), without knowing the number of vocabularies, people will have difficulty in speaking English. Learners often find difficulties in using appropriate words to convey their thoughts be-cause of their limited vocabulary, less of vocabularies will make them do not know what will say by the students. Inhabitation: The students feel shy to deliver their ideas The students are afraid of their friends' criticism regarding the topic The students hesitate to express their thoughts due to being afraid of making mistakes.

Fear of making mistakes when speaking English language. The students are afraid of making mistakes in speaking English language that their mates laugh at them or looking silly in front of their mates or even citizen them.

b) External Factors

1. Environmental, it is consisting about the response, respect and attention from another friends or lecturer, these problems can come from: Less of attention, respect, and appreciation from the others students in classroom. Less of partner in outside class in practicing speaking English. The environmental very influential to make their high motivation. Every student has differences motivation to follow online learning, so sometimes students who give high motivation did not have partner to follow online learning. The lack interaction between students and lecturers. The lack of opportunity to speak to every student.

2. Teaching strategies, are methods and techniques that a teacher will use to support their pupils or students through the learning process. These problems of this aspect as follows: The lecturer was too fast in giving materials, less method will make students feel bored and lazy to speak, there is no interesting method during teaching online

speaking class, Lack of lecturers' attention to students, not all lecturers' can adapt new platform so they cannot access learning process.

3. Technical side, this is related to device problems that becomes media in online learning especially in online learning speaking class. Things meant like limited Tools, quota and internet connection. Limited tools, it means limitation in the form of tools that the best support learning activities. While the quota and internet connection is the need for the tools used to support online learning, the first problem is problems of media in learning, the second problem is the selection of suitable applications in speaking class, and the third problems is about quota and internet connection[21].

d. Students' efforts to overcome the problem

Then the problems also need the solution, and need to be solved, there are also efforts did by students to overcome that problems, these efforts are possibility to overcome the problems and based on a research journal, researcher found some efforts from humanity and social studies journal by Muhammad Alaudin Nur, Sultan Baa and Amrullah Abduh, Vol.1 no,4,2021

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[21] Kadek Wiramarta. "Tantangan Pembelajaran Bahasa Inggris Pada Aspek Berbicara Pada Sekolah Pariwisata Dalam Masa Pandemi". *Colture jurnal ilmiah*. Vol,02 No,01. April 2021. Hal 07.

entitled "students' speaking anxiety during online learning, causes and overcoming strategies". Researcher also take from a journal of English language teaching vol.8 no.1, 2021 entitled "Problems of online learning during pandemic in speaking and the solutions" and that efforts are stated by Nunan in Lukitasari. Researcher classified the efforts based on the student's problems, that consist internal and external factors, as follows:

a) Internal factor

1. Psychological factors (Confidence, shyness and Motivation). The efforts that possible to overcome the problems are: The students tried to increase their confidence by being active in class and increasing their English by speaking English out of class with their friends. The students drilled to be more active and confident in speaking class and they tried to understand about the difficult topic. Students prepared the material before and motivated themselves to be confident in participating in online speaking class. Students practiced their English not only in the speaking class, but they usually speak English with their friend every day.

2. Linguistics, (Worrying in grammatical errors, worrying for making pronunciation errors, vocabulary knowledge is still low). Students' studied hard about tenses in order to make their

speaking better and do the exercise which related to the grammar. Students tried to pronounce a new word every day by opening the dictionary to know how to pronounce the word and often asked and answered question in online speaking class. Students also used dictionary or asked somebody else to get correction and knew the differences off pronouncing between vowels and consonant. Students memorized the vocabulary and often used dictionary if they found new difficult word. Trying to practice speaking English as often as possible. Trying to memorize vocabularies in the dictionary continuously. Students also read English story book or English magazine in order to get new vocabulary. Students often listened to the western song and watched western movie that used English as a language.

b) External Factors

1. Environmental (Less of attention, respect, and appreciation from the others students in classroom, less of partner in outside class in practicing speaking English.) The efforts like: be a good partner to friends in speaking in order to make comfortable interaction. Always appreciate the speaker. Invite friend in practicing speaking English to advance speaking skill. Try to be active in order to get interaction with the lecturer.

2. Teaching strategies (Method of teaching and learning speaking in online class is bored, the lecturer was to fast in giving materials, the students feel bored). The efforts like: have their own way of following online learning especially in online speaking class, ask the lecturer not to be too fast in delivering the material, trying to have high awareness in online learning. looking for additional references.

3. Technical side (Limited Tools, quota and Internet Connection). The efforts like Take advantages of quota assistance from the government as much as possible.

e. Lecturers' problems in teaching online speaking class

According to Widiatuti, Mantra and Sukoco, the government makes a regulation that the students and lecturers have to stay home and led them to learn in online. In this situation the lecturers play a brave role and they are expected to work professionally, so that the atmosphere of learning become conductive during online learning. In this situation, lecturers need to put in a lot of effort because they are instructing students without having direct contatct with them.

Additionally, they find it challenging to manage their study. Lecturers must therefore be creative while also taking the students' health. Moreover, somehow it is difficult to control their study. Sun and Chen claimed that since there may be no direct interaction when online learning, teaching speaking has

become one of the most challenging subject[22]. Many problems of course are faced by lecturers in teaching online speaking class during this pandemic which seems to be really interesting to be studied and revealed to the public. Some problems are guiding to develop the content, enhancing students' accuracy, providing media to make a fun climate, preventing errors in pronouncing the words. Based on the explanation, there are some problems faced by lecturers during teaching online speaking class.

Moreover, based on observation and interview research by Efriana, 2021; Nashrudin et al, 2020; Setiawan, 2020; Wahab and Iskandar, 2020) that problems faced by EFL teacher are varied, ranging from problems that come from students to problem that come related to the use of online learning, that problems are follow: Nothing to say, Low or uneven student's participation, Mother tongue use, Lack of learning equipment or facilities.[23] Researcher also take an experts' theory about the factors of lecturer's problems in a journal by Fitri noer Istiqomah, Yuna Tresna Wahyuna and Sidik Indra Nugraha, 2021. Vol.6 no.2 entitled "Problem faced by EFL teacher in teaching speaking during pandemic", In this research used Ur's theory that there are a few of problems comes from the students that have possibility to be obstacles in teaching speaking:

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[22] Leli Efriana *"Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the solution"* Journal of English Language Teaching and Literature. Vol. 2. No. 1(2021). Page 38

[23] Fitri Noer Istiqomah *"Problems faced by EFL Teacher in teaching speaking during pandemic"* Jurnal Bahasa dan sastra. Vol. 6. No. 2 (2021). Page 25

a) Inhabitation

Learners are often inhibiting about trying to say things in a foreign language, whether they are concerned about making mistakes, fearful of critic, or losing face or simply shy of the attention that their speech attracts.

b) Nothing to say

Even sometimes if the students are not inhibited, but lecturer often hear learner complain that they cannot think of what to say and they have no idea to express themselves when they should be speaking.

c) Low or uneven participation.

Only one person will speak at a time if he or she is to be heard, this problem caused by ability of someone learners to dominate, while other speak very little or even not at all.

d) Mother tongue use.

One problem that lecturer may encounter in classes where all or a majority of the students speak the same mother tongue is that students conduct speaking activities in their native language rather than English. Apart from problems that come from students, problem

related to the use of online learning can also interfere the teaching and learning process. Some problems as follows:

a. Lack of learning equipment or facilities, as found in a research conducted by Wahab and Iskandar that certain students' parents and students do not own a computer or an android smartphone, it makes the students can not join together in teaching and learning process.

b. Limited lecturers' ability to use technology. Not all lecturers can operate computers or other devices use in online learning activities, in some research results there are some teachers who are able to use computers but their abilities to use them to support teaching are still limited .[24]

c. Therefore, this is also one of lecturers' problems' when teaching, the last is internet connection, since the internet connectivity is the link between the lecturer and students it has an effect on the online learning –learning process. But in fact not every location has reliable internet access. This also a problem that exists with many students who take online learning, so the implementation is less effective even in the teaching of speaking which includes a number of activities to develop students' speaking skills.

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[24] YA Bansa and Asrini" *The use of ICT in teaching: Lecturers' perception, Obstacles, and expectation"* Journal of Physics Conference series. Vol,01 No,01 Februari 2020. 17.

f.   Lecturers' efforts' to overcome the problem

According to Journal of educational study, Volume 1 issue 2 2021, entitled "An analysis of Lecturers' challenge in teaching speaking through online learning during covid-19 pandemic" there are some Lecturers efforts that possible to overcome the internal factors, it means that the factors come from ourselves, and these factors are Teaching strategies, managing online class, mother tongue, computer literacy, motivation and also concern for good speaking, and external problems, it means that factors come from another environments or it is not from ourselves, these factors are students, media, and classroom condition. These factors will explain in below:

1. Internal Factors (Teaching strategies, managing online class, Mother tongue, Computer literacy, Motivation and concern for good speaking). Then, the efforts that possible to overcome the lecturers' problems are: Always make an interesting strategy in order to make their student has a great desire to join online speaking class, Lecturer should prepare learning materials as interesting possible, Lecturers manage class and time well, Lecturer to point out the students what they are doing wrong with their speaking, the lecturer should be able to correct the students' mistakes in a gentle way and in exact time in order to keep students confidence, Regarding the imitating on IT mastery,

lecturers can use platforms with simpler operation, for example: WhatsApp application, Lecturers should frequently arouse or encourage the students' motivation in every teaching learning process of speaking class.

2. External Factors (Student, Media, Classroom condition).

   The efforts that possible to overcome the lecturers' problems are: The lecturers gave motivation to always take care of themselves, stay healthy and implement health protocol, The lecturers said that learning would still continue and students who did not have a quota or smartphone can ask for the copies of the material and assignments from their friends, Before the class ends, the lecturer reminded the students about the material, after that, the lecturers gave them some information about the material and the next task.

Table 1.1

Students' Problems and Efforts Indicators in Online Speaking Class

No	Factor	Part of Factor	Description	Indicator	
				Problem	**Efforts**
1	Internal	Psychological Aspect	Psychological Aspect regarding to learning attitudes plays in determining	1. Confidence 2. Shyness 3. motivation	1. Practicing their English outside of class with their friends 2. Student

			learning achievement			prepare the content in advance
						3. Motivate themselves to feel comfortable speaking in class discussion online
		Linguistic	Linguistic is one of the problems that learners face associated to their	1. Worrying for making grammatical and pronunciation errors.		1. Student put a lot of effort into learning about tenses
				2. Vocabularies knowledge is still low		2. Students tried to pronounce a new word by looking it up in dictionary
						3. They also frequently asked and received answer to question in online speaking class
						4. Trying to practice speaking English as often as possible
						5. Trying to

					memorize vocabularies in the dictionary continuousy
2	External	Environmental	Consist about respect and attention	1. Less attention, respect and appreciation from the other students. 2. Less of partner in practicing speaking class. 3. The lack of interaction between students and lecturers. 4. The lack of opportunity to speak every student.	1. Be good partner in outside class in practicing speaking English. 2. Always appreciate the speaker 3. Invite friend in practicing speaking English to advance speaking skill. 4. Try to be active in order to get interaction with the lecturer
		Teaching Strategies	A method or strategies used by lecturer in applying the strategies	1. Method of teaching and learning speaking in the class. 2. The lecturer was too fast	1. Have their own way of following online learning especially in online

		Problems	Efforts
		in giving material. 3. Students feel bored	learning speaking class. 2. Asked the lecturer not to be too fast in delivering the material. 3. Trying to have high awareness in online learning. 4. Looking for additional references
Technical Side	Useful tool to support learning especially in online learning	1. Limited tools. 2. Quota. 3. Internet connection	1. Provide enough quota. 2. Borrow the media such as laptop, hand phone, with family or friends.

Table 1.2

Lecturer' problems and effort indicators

No.	Factor	Description	Indicators	
			Problems	Efforts
1.	Internal	Internal problems that arise from within that result in	1. Teaching strategies 2. Managing online class 3. Computer	1. Always make an interesting strategy in order to make their student has a good desire to join

		obstacles in the learning process	literacy 4. Motivation and concern for good speaking	online learning speaking class. 2. Lecturer should prepare learning material as interesting as possible. 3. Lecturer manage class and time well. 4. Lecturer should frequently arouse or encourage the students motivation in every teaching leaning process of speaking class
2.	External	External problems are problems that come from outside	1. Students 2. Media 3. Classroom condition	1. The lecturer gave motivation to always take care of themselves 2. The lecturer gave them some information about the material and the next task

B. Review of Related Findings

In conducting this research, the researcher needs some references to make this research easier. In this research, the researcher is taking the references which are related. The first related finding is conducted by Yustina Fitriani, Murti Bandung, Mohtana Kharisma Kadri, based on the findings of the study entitled "Students' Perspective of Online Learning on Speaking

Class During Covid-19 Pandemic"[25]. The results of questionnaire, 14 items from 20 items shown disagree. It means that most of the students said disagree. It is because the online learning did not help them in improving their speaking skill. Some of the problems come from the internet connection, available devices, students' data, and some of them also want to share their idea in the class directly (face-to-face situation). In another hand, the students are more comfortable to study in offline class rather than online class.

The second related findings from the research data conducted by Rahmawati, entitled "The Effect of E-Learning On Students Speaking Skill Progress: A Case of the Seventh Grade at SMP Pencawan Medan"[26]. Researcher get many striking differences between students' speaking skill progress before pandemic and pandemic during the period. The result of this research that E-learning does not produce a good effect and is not asked to be used in learning media for speaking skills. This happens because there are several difficulties found in students where students cannot do the practice directly to hone the speaking.

The difficulties experienced by students are the lack of pre-media facilities to support the process of implementing E-learning-based learning, such as students who do not have gadgets to be able to carry out E-learning,

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[25] Sitta Nur Rahma, "English Teacher Strategies to Cope with The Problems in Applying Online Learning",Journal Education,Vol. 03.No.01. 2020.Page 32.

[26] Rahmawati, Chanji Sitombing, Elya Karnela *"The Effect Of E-Learning On Students Speaking Skill"*.Indonesia EFL Journal (IEFLJ). Vol. 7. No. 1 (2021). Page. 69

besides that many students have not mastered electronic media or lack knowledge of ICT (Information Communication Technology) where it can affect performance in online-based learning. Apart from technology, the difficulties that can be found in the E-learning process are due to the lack of seriousness of students in participating in learning in the Learning system because many students feel bored and bored in taking E-learning by sitting and paying attention to their cellphones or laptops to follow. learning.

The third related findings, conduct by Lazim Rifki, entitled "An Analysis of Students' Difficulties in Speaking Through Online Learning During Covid-19 Pandemic (A Case Study of First Year English Education Department Students in IAIN Salatiga)". The research found the students' problems in speaking online learning are (a) lack of vocabulary (b) the lecturer was too fast in giving materials (c) the students feel bored (d) bad signals[27].This research also found the solution for the students in dealing difficulties in speaking through online learning are (a) learning independently from any websites from internet (b) they can improve their speaking skill through listening music, watching movies (c) they can get used to speaking in English by practicing conversation with themselves, friend and family[28].

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[27] Lazim Rifki "*An Analysis of Students' Diffculties in Speaking Through Online Learning During Covid-19"* Research Journal. Vol. 01. No. 2. (2021). Page. 24

[28] Asrini" *The use of ICT in teaching: Lecturers' perception, Obstacles, and expectation"* Journal of Physics Conference series. Vol,01 No,01 Februari 2020. 17.

From previous research, there is difference from the previous research and the new research. In the previous research is using quantitative method. in this research, researcher is using qualitative method to analyze problems, factors and the efforts. The subjects in this study were EFL Students and Lecturers. For research students taking fifth semester in 2020/2021. because they have experienced both online and face-to-face platforms. The main problems in this study include what are the problems faced by lecturers and students during online speaking classes and the efforts to overcome the problems.

CHAPTER III

RESEARCH METODHOLOGY

This research explores about research methodology. It provides the design of this research. It would clarify kind of research, the subject of the research, technique of data collection, research instrument, and technique of data analysis.

A. Kind of Research

In this research, the researcher employed a qualitative research that was designed by using descriptive method. Defined by Moleong in Qoirina's research, qualitative research is kind of research which does not consist of any calculating or numbering[29]. It means that the data of qualitative research in the written or oral words form. Moreover, in accordance with LR Gay as cited in Dian's research, descriptive research means collecting data with the attention of answering questions about the opinions of people regarding the issues. It indicates that descriptive research is one of way of research by describing and interpreting subject with reality[30].

Additionally, Brumfit and Mitchell asserted that descriptive research will aim at providing accurately an account as possible of what current practice is, namely the learning process of the students, the teaching process of the teacher,

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[29] Susilowati, Qoirina, "*A Descriptive Study of Speaking Activities in English Conversation club at SMA N 1 Sragen*" IAIN Surakarta, Islamic Education and Teacher Training Faculty, 2017

[30] Pebrianti, Dian, *An Analysis of Factor Influencing Students' English Speaking Skill,* IAIN Curup, English Study Program, 2019

what the classroom looks like, at particular moment in a particular place[31]. This research is presented in qualitative way, as defined by Handcock, qualitative research is pertinent with developing explanations of phenomena. It depicted the social phenomena as they take place naturally[32]. Accordingly, descriptive research is appropriate to apply in this research to answer the questions of the research. Therefore, in this research interview method are suitable to gain information from the students regarding the students' and lecturers' problems, and the efforts to overcome the problem.

These methods was considered approriate to take the information of the students because the data would be presented in written or oral words form. By using this descriptive qualitative research, the researcher noticed the phenomenaa which happened of English students in English Tadris Study Program. In this case, the researcher focused on the students and lecturers' problems, and the efforts to overcome the problems at English Department at in IAIN Curup.

B. Subject of The Research

The subject of this research was consists of three classes. In detail, the subject was fifth semester in 2020/2021 students of English Study Program at IAIN Curup. The researcher took the subject by using purposive sampling.

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[31] Brumfit, C & Mitchell, R. *Research in the Language Classroom,* Hong Kong: Vine & Gorfin Ltd, Exmouth, Devon, 1990

[32] Beverley Hancock, *An Introduction to Qualitative Research*, (Britain: Trent Focus, 1998) p 2

Purposive sampling is one of the most common sampling technique which the participants are selected depending on the criteria relevant to research question. It means the researcher took the subject based on the considerations that related to the aim of the research.

The researcher selected students from fifth semester because first, in fifth-semester, they are currently or have studied speaking at the last level, which is that their speaking skill should be better than before. But, online –based whereas previously at the previous speaking they learned speaking in face-to-face classes. So they can feel the differences between both (Offline and online speaking class) and they experience online and offline speaking classes. For the second consideration, the researcher chose the subject of 6 students with the criteria that their scores increased, because seen from this, it means that they have made an effort to improve their previous speaking skill. For the subject of lecturer, the researcher chose 1 lecturer who taught speaking online, because they had already faced online speaking class, so they experienced for themselves what kind of the problems they faced and what efforts they had made in online speaking class so they can compare between online and face to face learning

C. Techniques of Data Collecting

The way of researcher to get the data needed in research activity is usually known as a technique of collecting data. Creswell explained that collecting data is

required data and information taken from observation and interview. Researcher used those techniques to data triangulation so that data analysis valid.

1. Interviews

Interview is the most important data collection technique a qualitative research processes. Fraenkel, wallen and Hyun describe that interview is an important way for a researcher to check accuracy or to verify or refute the impression he or she gained through previous data collection[33]. An interview was a conversation to collect information and opinion. As Ary states that interviews are conducted to collect data about participants' idea, description and opinion about the situation in their own description[34]. In this research, researcher hold a meeting between interviewer and interviewee to get information about what are students' and lecturers' problems in online learning speaking class, and also the efforts to overcome the problem. In this research, researcher employed semi structured interview. Catherine said that semi structured interview the participant is free to talk about what he or she deems important, with little directional influence from the researcher[35]. The respondents or the student and lecturers were given some questions about their problems, and efforts to cope the problems in online learning speaking class.

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[33] Iryana, Risky Kawasaki, "Teknik Pengumpulan Data Kualitatif. (2017).
[34] Amirul Hadi et all, Metodologi Penelitian Pendidikikan, (Bandung: Pustaka Setia, 1993) p.
[35] Catherine Dawson, Practical Research Method, (Cromwell Press: Wiltshire, 2002) P. 388

D. Instrument of the research

Research Instrument is a tool used to collect, measure, and analyze data related to your research interests. Creswell state the instrument of choice in naturalistic inquiry is human[36]. So, in this research the main instrument was the researcher himself. In other hand, researcher also helped by some instrument such as interview guidance. Juhanna stated that there are some factors that faced by the students when they are speaking: Psychological factors, linguistics, environmental and teaching strategies. So researcher develop the questions to interview student's problems in online speaking class from these factors of speaking problems.

Table 2.1

Interview students' problems in online learning speaking class

No	Factor	Part of Factor	Indicator	Number of Question
1	Internal	Psychological Aspect	1. Confidence 2. Shyness 3. Motivation	Number 1,2, and 3
		Linguistic	1. Worrying for making grammatical errors 2. Worrying for making pronunciation errors 3. Vocabulary knowledge is still	Number 4,5,6, and 7

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[36] John W. Creswell, *Qualitative Inquiry and Research Design Choosing Among Five Approach 2^{nd,}* (Sage Publication, California), P.38.

			low 4. Inhabitation 5. Fear of making mistakes	
2	External	Environmental	1. Less of attention, respect and appreciation from the others students. 2. Less of partner in practicing speaking class	Number 8,9,10,11,12,13 and 14
		Teaching Strategies	1. Method of teaching and learning speaking in the class. 2. The lecturer was too fast in giving materials.	Number 13,14,15,16, and 17
		Technical Side	1. Limited tools 2. Quota 3. Internet connection	Number 18 and 19

Based on a journal entitled "Problem faced by EFL teacher in teaching speaking during pandemic" by Nugraha 2021, that researcher also found lecturer's problem that stated by Hamdani that also used to find the problems in online learning speaking class, the factors that affect learning process from internal and external problems. So researcher develop the questions to interview lecturers' problems in online speaking class:

Table 2.2

Interview lecturers' problems in online learning speaking class

No.	Factors	Problems	Number of Questions
1.	Internal	1. Teaching strategies 2. Managing online class 3. Computer literacy 4. Motivation and concern for good speaking	Number 1,2,3,4,5, and 6
2.	External	1. Students 2. Media 3. Classroom condition.	Number 7,8,9,10,11, and 12

Researcher also found some question to found students' effort to overcome the problems. According to Nunan in Lukitasari, there are some efforts can be done So. Students' efforts to overcome the problems are:

Table 3.1

Interviews students' effort to overcome the problem

No	Factor	Part of Factor	Indicator	Number of Question
1	Internal	Psychological Aspect	1. Confidence 2. Shyness 3. Motivation	Number 1,2,3 and 4
		Linguistic	1. Worrying in grammatical errors 2. Worrying for making pronunciation errors 3. Vocabulary knowledge is still low 4. Inhabitation	Number 5,6, and 7

			5. Fear of making mistakes	
2	External	Environmental	1. Less of attention, respect, and appreciation from the others students in classroom. 2. Less of partner in outside class in practicing speaking English.	Number 8 and 9
		Teaching Strategies	1. Method of teaching and learning speaking in online class is bored. 2. The lecturer was to fast in giving materials. 3. The students feel bored	Number 10,11 and 12
		Technical	1. Limited tools 2. Quota 3. Internet connection	Number 13 and 14

According to Hamdani from a journal entitled "Problem faced by EFL teacher in teaching speaking during pandemic" by Nugraha 2021 the factors that affect learning process from internal and external problems. The researcher finds some possible lecturers' efforts to overcome the problem, so the researcher makes some question to interview or get information from lecturers about their efforts to overcome the problems.

Table 3.2

Interview Lecturers' efforts to Overcome the problem

No.	Factors	Problems	Number of Questions
1.	Internal	1. Teaching strategies 2. Managing online class 3. Computer literacy 4. Motivation and concern for good speaking	Number 1,2,3,4,5 and 6
2.	External	1. Students 2. Media	Number 7,8,9,10,11 and 12

E. Technique for Analyzing Data

In this research, to analyze the data the researcher used descriptive qualitative analysis. The researcher used an observation model analysis involving collecting the data, reducing the data and presenting the data and drawing conclusion. The researcher to analyze the students and lecturers' problems in online speaking class uses interactive model analysis the data that expended by miles and Huberman. There are three main components, they are reduction the data, presentation or display the data, verification or drawing conclusion.

1. Reduction the data

It was the process whereby the mass of qualitative data is reduced and organized. At this phase, the researcher attempts and gets rid of all irrelevant information. The procedures used to do analysis the data in this

research were: (a) the researcher gathered the data through interview, (b) the researcher transcribed, selected and focused on the data by referring to the research problems based on the students and lecturer's problems and also the effort to overcome the problems of English Study Program at IAIN Curup. It was needed for the next phase that was data display thus there was no displayed recurred data.

2. Presentation or display of the data

After reducing the data, the next phase in analyzing data were displaying data. Data display was an organized, compressed assembly of information that permitted conclusion drawing and action. The process of showing data simply in the form of narration and table. In this study, the data displayed were the result of interview. The researcher displayed data based on the research problems. Accordingly, this study displayed the data descriptively. By displaying data, the researcher could understand the phenomenon that were occurred easily and the researcher could make the decision and take the action depended on the circumstance that was understood.

3. Drawing conclusion

The last phase of analyzing the data of the research is conclusion. Making conclusion is the process of drawing the content of data collected in the form of statement. The conclusion of descriptive qualitative research is the new finding one. It can be the clear description from the

unclear one. The conclusion of this research was the description about the students' and lecturers' problems and also their efforts to overcome the problems in online learning speaking class of English Study Program at IAIN Curup.

F. Trustworthiness

Trustworthiness refers to the degree of truth value, applicability, consistency and neutrality to which a research can prove. In this research, Researcher put neutrality to reducing bias by some ways, first use multiple people to code the data. If there is some consistency between researcher's interpretations and that of others, then it is more likely that there is some truth by agreement in researcher's interpretation. Second, have participants review of the result, ask the people who provided the data whether the interpretation seem to be representative of their beliefs. Third, review of finding with peers, researcher ask others to review the conclusion, others will see things that researcher missed or can identify gaps in researcher argument that need to be addressed. They also can provide affirmation that the conclusion are sound and reasonable given the data.

CHAPTER IV

FINDINGS AND DISSCUSSION

This chapter is divided into two parts. They are finding and discussion. Research finding reports the fact faced by the researcher and discussion represented in the theories from expert compared with the fact in field.

A. FINDINGS

In this chapter, researcher presented research findings and further discussion related to the research question about what are students' and lecturers' problems, and what are the efforts to overcome the problems which the collected data by interview with students and lecturers and also supported with documentation. This research had been done on July 2022. In collecting data, the researcher used instrument to interview and recorder. In this research, the researcher used interview to answer four research questions. The researcher had done interview to 5th semester in 2020/2021 and one speaking lectures who has been taught speaking online in English Tadris program of IAIN Curup. Based on the chapter III, the researcher used interview as the data collecting. The researcher has been interviewed on July 01st -10th by direct interviewed and WhatsApp application

1. Students' problems in online learning speaking class.

The data associated with the students' problems in online learning speaking class were collected from interviews, researcher interviewed 6 students based on purposive sampling. Researcher classified the problems into two factors, first internal factors, that consist about psychological aspect and linguistics aspect. Second in external factors, that consist about environmental aspect, teaching strategies and technical sides. These data were obtained from participants.

Table 4.1

The Coding Result of students' problems in online learning speaking class

No	Factor	Part of Factor	Indicator	Participant	Data Coded
1	Internal	Psychological Aspect	1. Confidence 2. Shyness 3. Motivation	Participant 1,3 and 6	1. Lack of Confidence, feeling shy and nervous. 2. Lack of Motivation
		Linguistic	1. Worrying for making grammatical errors 2. Worrying for making errors 3. Vocabulary knowledge is still low	Participant 1,2,3,4,5, and 6	1. Fear of making grammatical errors. 2. Fear of making pronunciation errors. 3. Lack of vocabularies

			4. Inhabitation 5. Fear of making mistakes		
2	External	Environmental	1. Less attention, respect and appreciation from the other students 2. Less of partner in practicing speaking class 3. The lack of interaction between students and lecturers 4. The lack of opportunity to speak every student	Participant 2, and 3	1. Less attention, respect and appreciation. 2. Less of partner in outside class.
		Teaching Strategies	1. Method of teaching in the class speaking online. 2. The lecturer was too fast in giving material. 3. The students feel bored	Participant 1, 3, 4, and 6	1. Method of teaching Is bored.
		Technical	1. Limited tools 2. Quota 3. Internet connection	Participant 1, 2, 3,and 4	1. Limited internet connection. 2. Bad signal

Based on the interview result or research that has been carried out for approximately 10 days, researcher use interview techniques to collect data, the researcher did interview 6 students and 1 lecturer based on the criteria. After analyzing the data about students' problems in online learning speaking class, there are 2 factors caused the problems, first internal factors: Psychological aspect and linguistic aspect. Second: environmental aspect, teaching strategies and technical side. It will discuss below:

1. **Internal Factors**

a. **Students' problems in psychological aspect** are confidence, shyness and motivation.

Some students experience problems in psychological aspect. Based on interview with 6 students, it turns out that there are 3 students who answered that they still experienced lack of confidence, feel shy, and lack of motivation. It was following:

> **"Student 1:** *When speaking in front of camera or when taking an online learning speaking class, I still feel nervous, shy and lack confidence even though the audiences do not see it in person but it still makes me nervous due to several factors, such as my limited vocabularies".*
>
> *"***Student 6:** *In my opinion, since online learning, especially in speaking class, which should have a lot of practice speaking in public, the online class have become hampered. At first, I was very confident to learn speaking, but then I got down again and I felt that my speaking skill was not increase and even for motivation is still lacking compared to when face to face".*
>
> *"***Student 3***: Sometimes I feel less confident when I get an impromptu topic, but even so I keep trying even though it is not fluently".*

So from students' answer above, they still experienced the problems in psychological aspect.

b. **Students' problem in Linguistics aspects** (Worrying for making grammatical errors, worrying for making pronunciation errors, Vocabulary knowledge is still low, Inhabitation, and Fear of making mistakes because friends will laugh)

From the interview with 6 students, they still worry to make mistakes in grammatical, pronunciation, and they still have lack of vocabularies. This is a factor cause them to not be able to speak fluently. It was following:

> "**Student 1***: The problem that I often face in the linguistic aspect is the fear of making grammatical mistakes".*
>
> "**Student 2***: The problem is lack of vocabularies to make a sentence".*
>
> "**Student 3:** *I often experience vocabulary problems, in other words, the vocabularies that I master is not too much. The limited vocabulary makes it difficult for me to convey ideas or topics in online learning speaking class".*
>
> "**Student 4***: The mistakes or the problems that I often experience in the linguistics aspect is mispronunciation some words for example putting the wrong stress or word so that sometimes the words I convey have different meanings from what other people hear".*
>
> "**Student 5***: For linguistic problems, online speaking classes usually involve grammar and pronunciation errors, especially when asked to speak spontaneously".*
>
> "**Student 6***: In linguistics problems, I usually have a hard time in determining the correct grammatical structure, because there are so many grammatical formulas and in pronunciation I feel quite understandable if I have studied the vocabulary before".*

So, from those students, the problems that they often face in the linguistic aspect are worrying to make grammatical errors, limitation of vocabularies thus make it difficult for them to deliver the idea, and worrying to make an errors pronunciation which makes the audience wrong in grasping the meaning.

2. External Factors

a. **Environmental** (Less attention, respect, and appreciation from others students, less of the partner in practicing speaking class, the lack of interaction between students and lecturers, the lack of opportunity to speak to every student.) Environmental aspect is one of important thing to support speaking class. Good environmental aspects provide good feedback; it can support success in speaking skill, but in fact from 6 students, there are still student who feel they do not have a good environment. It was following:

> *"**Student 2***: *In my opinion environmental is an important thing in practice speaking and the environmental factors that have been mentioned above are quite good, both from the lecturers or friends, but sometimes the responses from friends make me feel down like saying "Sok Inggris" and for me it is very influential. So I think sometimes my friends do not support me to improve my speaking skill especially in online learning speaking class".*

> *"**Student 3***: *For the environmental factors that have been mentioned, based on what I experienced myself was the lack of attention from another friends, sometimes they were busy themselves they do not open the camera during online speaking class".*

b. **Teaching strategies** (Method of teaching and learning speaking in the class, the lecturer was too fast in giving materials, the students feel bored). Based on

interview with 6 students, the results are some students feel bored in lecturers'

strategy, some students feel that lecturer was too fast in giving materials, it

was following:

> "**Student 1***: Sometimes interesting, sometimes make me bored, in my opinion maybe because the application of the method itself is not optimal because it is done non face to face".*
>
> "**Student 2***: It depends on the lecturer, if explained by the lecturer it is quite clear, but sometimes the lecturer only provides material via pdf without being explained so that it is difficult to understand".*
>
> "**Student 3***: In lecturers' strategy sometimes I feel bored when the strategy used is only monotonous or only uses that method even though the material is not that anymore and sometimes bad signal disturb lectures' explanation".*
>
> "**Student 4***: maybe in opportunity, sometimes it's cool to speak but the time is up or sometimes the network is cut off and sometimes when lecturer want to catch up on material, it's not clear and too fast. For lecturer' instruction sometimes I don't understand, for example when the lecturer gives instructions on making videos with some rules, but because I don't understand the instructions, the videos I make are wrong".*
>
> "**Student 6***: ...and sometimes when the lecturer wants to reach the target, the discussion of the material is accelerated and he has to find the material himself, but there must be a question and answer session so that the material is clear".*

c. **Technical side** (Limited tools, Quota, and Internet connection)

Technical side is so important to support online learning; the problems of

technical side is very inhibiting implementation of online learning speaking class

because without preparation from this aspect, we cannot join online class. The

fact, based on interview with 6 students, there are still students who face this problem. It was following:

> "**Student 1**: *For online learning facilities or media, Alhamdulillah it is quite adequate, and the problems are signal and quota, because sometimes the sim card I use is disconnect, or I forgot to check the quota so that when online learning is in progress I run out of the quota".*
>
> "**Student 2***: In media problems is adequate, the problems only about the network".*
>
> "**Student 3***: The problem with the media that I experienced is that the battery I use is wasteful, so sometimes I have to charge my hand phone or laptop during follow online learning speaking class".*
>
> "**Student 6***: Usually what I experience is a problem on the network, and it really hinders learning".*

Based on the result of the interview, in addition to these problems, it turns out that there are several other problems faced by students, for example, financial problem to provide quota in order to followed online class, power failure, discussion group problems, residence location, video task, and lack of concentration. It was following:

> "**Student 1**: *Yes, for example, financial problems. To prepare for online learning needs, of course it requires a lot of quota, especially when typing using the Zoom platform, which of course takes up a lot of quota. Here I have a little objection to financial problems".*
>
> "**Student 2**: *In addition to the problems mentioned above, there is one problem that makes me quite worried, namely when the lights go out for a whole day, because the card I use is 3 or axis, so when the electricity goes out, the network is disrupted or even when the power goes out. rain, it also greatly affects my signal".*
>
> "**Students 3**: *Other problems, for example, when there is a division of discussion groups, while learning is done online, I myself find it difficult and complicated, sometimes there are people who can join the chat group, sometimes there are also those who are not present, and in*

making assignments, sometimes not all of the students participated in the making. Even when the presentation was, some were not present".

"**Student 4**: *Other problems, such as the problem of where I live, can be said to make it difficult to access the internet because it is far from the city center, so when the weather is bad, I have problems with the signal. For example, when I want to submit an assignment, it's late".*

"**Student 5**: *For other problems, for example, when there is a video-making task such as public speaking with a certain theme, which should require the audience to train their confidence level, but because they are online, there is no audience, they can only speak in front of the camera and can even take repeated videos. repeat it when you make a mistake".*

"**Student 6**: *Other problems, such as my lack of concentration when taking online learning at home, because the situation at my house is noisy, because my house is located on the side of the highway, sometimes there are some explanations that I don't hear, and lack of focus".*

2. Lecturers' problems in online learning speaking class

The data associated with the lecturers' problems in teaching online speaking class were collected from interviews, researcher interviewed 2 lecturers based on purposive sampling. Researcher find 2 factors cause the problems, there are internal and external factors. These data were obtained from participants.

Table 4.2

The Coding Result of Lecturers' problems in teaching online speaking class

No.	Participants	Factors of Problems	Data Coded
1.	Participants 1	Internal Factors	1. Difficulties in apply Teaching strategies. 2. Difficulties in computer literacy.
3.	Participants 1	External Factors	1. Lack of readiness from the students. 2. Many students tend to be passive students.

			3. Lack of students' motivation. 4. Limited time. 3. Network constraints.

After analyzing the data about lecturers' problems in online learning speaking class, there are two problems, namely internal and external problems.

a. **Internal** (Teaching strategies, managing online class, computer literacy, motivation and concern for good speaking)

Based on interview with 1 lecturer, there are problems face by lecturer in online learning speaking class, the first is internal problems such as problems in teaching strategy, managing online class, computer literacy and motivation. It was following:

> "**Lecturer 1**: "The change in face to face learning platform to online learning caused many obstacles for me personally, for example on internal problems, namely the use of certain applications that are suitable for use in online learning speaking class. Then, from the application I do not understand the features in the application, for example in zoom application, I have not been able to group students into several groups, because when in class I can immediately group them directly. Then I want to give exercise which can actually be accessed through the application but I do not understand to use it. In applying teaching strategies, I have difficulty in applying teaching strategies especially in apply pair work and group work".

So from lecturer's answer above, it can be concluded that internal problems, lecturer faced during online learning speaking class are difficulty in mastering the use of the application, in apply teaching strategies is difficulty to

apply pair and group work, and then lecturer could not directly check student performance, because the time really limited.

b. **External** (Student, media, classroom management)

The problems also come from external problems that consist students, media and classroom management. From interview with a lecturer, the problems face by lecturer was following below:

> *"***Lecturer 1***: "In external problem, some problems are the lack of readiness of students to follow online learning speaking class, many students tend to be passive, I find the problems to control all students especially they are beyond my reach. Then some students are sometimes still outside when the class starts so they are not focused, and also not all students realize that in speaking class they must open the camera and have visible expression and their motivation is still low compared speaking class in face to face".*

So, from lecturer's answer above, it can be concluded that problems come from students, are the lack of their readiness to follow online learning speaking class, their motivation is still low compared with speaking class in offline or face to face so they become passive students. The lecturer also had problem in collecting students' assignments, although many of them had collected on time, yet some students did not submit the assignments on time. Many factors caused the students did not collect the assignments on time, when the students have motivation, they do hard working to achieve the learning target they will not be lazy or do bad things during learning process.

3. Students' efforts to overcome the problems

The data associated with the students' efforts to overcome the problems in online learning speaking class were collected from interviews, researcher interviewed 6 students based on purposive sampling. These data were obtained from participants.

Table 5.1

The Coding Result of Students efforts to overcome the problems

No	Factor	Part of Factor	Indicator	Participant	Data Coded
1	Internal	Psychological Aspect	1. Confidence 2. Shyness 3. Motivation	Participant 1,2,3,4,and 5	1. Always prepare material well. 2. Always practice to speak English alone. 3. Improve vocabularies
		Linguistic	1. Worrying for making grammatical errors. 2. Worrying for making errors. 3. Vocabulary knowledge is still low. 4. Inhabitation 5. Fear of making mistakes	Participant 1, 3, 4,5, and 6	1. Increase vocabularies from games, listening to music and watching movie or YouTube video. 2. Practice pronunciation 3. Do exercises of grammar

2	External	Environmental	1. Less attention, respect and appreciation from the other students. 2. Less of partner in practicing speaking class. 3. The lack of interaction between students and lecturers. 4. The lack of opportunity to speak every student	Participant 1,2,3,4,5 and 6	1. Grabbing the attention by greetings the audiences. 2. Practice outside of the class. 3. Looking for supportive friends to improve speaking English.
		Teaching Strategies	1. Method of teaching in the class speaking online. 2. The lecturer was too fast in giving material. 3. The students feel bored	Participant 1,2,3,4,5 and 6	1. Do other activity. 2. Discuss in group chat
		Technical	1. Limited tools 2. Quota 3. Internet connection	Participant 1,2,3,4,5 and 6	1. Join with another friend (Tattering) 2. Optimizing the subsidy quota from the

					college

After interview with 6 students, there are answers of students' effort to overcome the problem, that based on factors of problem, in internal factors (psychological aspect and linguistic aspect) and in external factors (environmental aspect, teaching strategies and technical side). It will explain below:

1. Internal Factors

a. Students' effort to overcome the problems in psychological aspects

Based on interview results, there are some efforts did by students who experience lack of confident, shy and lack of motivation, and the results are prepare material well before the class starts, always practice to speak in front of the mirror, and so on. The results of interview will explain below:

> *"**Student 1**: Some of the preparation that I did to avoid lack of confidence and feel shy, I prepare the material to be discussed so that it is more conceptualized and also looked for some reference in order I am ready if lecturer ask me to speak spontaneously, besides that motivation and appreciation from lecturers and other friends greatly affect my confidence, and always practice to speak alone".*

> *"**Student 2**: Before following online learning speaking class, I usually practice in front of a mirror on the topic to be discussed, besides that I also look for the material to be discussed at that time, so when I am asked by the lecturer, I have a little understanding of the material".*

> *"**Student 3**: Always practice myself to be able to speak spontaneously, always increase vocabulary, and always learn grammar and*

pronunciation because when I have many vocabularies and know how to pronounce it well I will be confident".

*"**Student 4**: Always improve vocabulary mastery because the key to being able to speak fluently is to have enough vocabulary".*

*"**Student 5**: Practice continuously and motivate yourself to do it".*

*"**Student 6**: I always say to myself "I must be able to at least be brave in speaking, the problem of right and wrong can be fixed".*

So from those students' effort it can conclude that the efforts are prepare the material well with the aim of having materials when asked to speak English, always practice to speak alone in front of a mirror, and always increase vocabularies because the first preparation to be able to speak fluently is to have lost of vocabularies.

b. Students' efforts to overcome linguistics problems

Some efforts did by students to cope linguistics problems, such as worrying grammatical errors, pronunciation errors, and lack of vocabularies are do grammar practice question, increase vocabularies from watching movies, listening to music, watch YouTube videos about correct pronunciation of vocabulary. The results of interview will explain bellow:

*"**Student 1**: Watching YouTube which discusses good and correct pronunciation, watching and then following and repeating and continuing to train yourself to pronounce vocabulary correctly, and also usually I increase my vocabularies from movie".*

*"**Student 2**: To increase vocabulary I usually apply a 1 day 10 vocabulary system, I do this by taking notes, memorizing and I try to apply it to sentences and to correct vocabulary that is still wrong, I usually listen to native speakers more about the correct pronunciation, especially for the words are still wrong. often wrong, then I repeat*

myself, and usually I learn it through YouTube videos, and google translate".

*"***Student 3***: First, I have to be confident first because I think it's the most important even though we speak broken English".*

*"***Student 4***: One of the efforts that I do is to learn basic tenses and do exercises on grammar such as TOEFL practice and also I learn from games and movie".*

*"***Student 5***: Write a new vocabularies and memorize it".*

*"***Student 6***: When I find a new vocabulary I directly find the meaning and then I apply it in a sentence".*

2. External Factors
a. Students' efforts to overcome environmental problems

Based on interview with 6 students, there are some efforts did by students, such as: greet them and get their attention for example by asking small things, looking for a partner who want to improve speaking skill. It was following:

*"***Student 1***: looking for a better partner who both want to improve their speaking skills".*

*"***Student 2***: In free time I usually invite them to have a casual chat in English and invite them to be more active in online speaking classes".*

*"***Student 3***: by grabbing their attention, for example before talking about a topic, greeting them with ladies and gentlemen and they automatically turn their attention to us".*

*"***Student 4***: Greet the audience first, find a better partner and invite friends to practice speaking skills".*

*"***Student 5***: To get their attention, of course starting from ourselves, when we are able to make them feel invited to interact then they will pay attention, and I always try my best to get them involved in my speaking performance".*

"**Student 6:** *of course by greeting them or even asking small things*".

b. Students' efforts to overcome teaching strategies problems

Based on interview with some students about students' efforts to cope teaching strategies problems such as keep on learning while do another activity like listening to music or watching movie and if there is material that is missed then I look for other references outside of learning. It was following:

> "**Student 1**: *Keep on learning, but sometimes I look for the material myself when I feel less focused*".
>
> "**Student 2**: *If I feel bored with the lecturer's strategy, what I do is intersperse it with other activities, such as opening social media*".
>
> "**Student 3**: *Usually when I'm bored with the methods used by the lecturers, I do other things, like while listening to songs*".
>
> "**Student 4**: *Invite friends to discuss in group chat*".
>
> "**Student 5**: *I still follow the lesson while doing other activities*".
>
> "**Student 6**: *keep up with learning*".

c. Students' efforts to overcome technical side problems

Based on interview with some students, the efforts did by students to cope limited tools, quota and internet connection, are join with another friend, or hotspot. The result of interview will explain bellow:

> "**Student 1**: *One way is to borrow from other friends, but with students from other study programs that are not being used at that time*".
>
> "**Student 2**: *Prepare 2 sim cards to anticipate network loss*".
>
> "**Student 3**: *Usually if my laptop has problems, I join a close friend*".
>
> "**Student 4**: *Borrowing with friends*".

*"**Student 5***: If there is a quota problem, there is help from the campus and I use it specifically to take online classes".*

*"**Student 6***: For media problems, I usually borrow with friends from different majors and the schedule is different and for signal and quota problems I usually hotspot with family or friends".*

4. Lecturers' Efforts to overcome the problems

The data associated with the lecturers' effort to cope with the problems in online learning speaking class were collected from interviews, researcher interviewed 2 lecturers based on purposive sampling. Researcher find some effort did by lecturers. These data were obtained from participants.

Table 5.2

The Coding Result of Lecturers efforts to overcome the problems

No.	Participants	Problems	Efforts (Data Coded)
1.	Participant 1	Internal Problems	4. Always increase computer literacy ability by sharing with friends who also taught online learning speaking class 5. Prepare material well, lesson plan, power point, and so on 6. Prepare other alternative to reach the target in apply teaching strategies and combine two or more application
2.	Participant 1	External Problems	1. Students who still feeling shy or lack of confident given special assignments.

| | | | 2. Asked them to record their speaking and self-corrected. |
| | | | 3. To increase their enthusiasm, by take a psychology approach. |

a. Lecturers' efforts to overcome internal problems

The efforts are: upgrading internet connection, preparing the material well before learning starts, always increase computer literacy by sharing with friends who also apply online learning, sharing about the suitable application use in the online learning especially in speaking class, and always prepare other alternatives when the implementation of the strategy does not reach the target, it was following:

> *"**Lecturer 1**: First, I must have high motivation to teach in online class, so that students also feel enthusiastic in learning, then I also have to prepare learning tools such as lesson plan, syllabus, and also prepare learning media such as power point, journal, and so on. To increase my ICT skills usually I also share with friends about using an application and even I combine several applications to support online learning".*

b. Lecturer's efforts to overcome the external problems

The efforts are given a special assignment for students who feel lack of confident and shy. Actually the first factors of lack of confidence and shy is caused by the lack of vocabularies, so students given some new vocabularies

every meeting and always given an exercise of basic grammar and then Always give support and reward to students. It was following bellow:

> *"***Lecturer 1***: Usually when there are some students who still feel inferior, feel embarrassed and nervous because of several factors, for example, they have a lot of vocabulary so that students feel less confident and embarrassed. Usually the effort I make when students are like this is to give special assignments or special responsibilities, for example after the lesson is over, I give one topic to students and then at the next meeting I give the opportunity to convey the assignments I have. given, then at the next meeting. Then I gave the opportunity to convey the task that had been given to me, and I did it many times and it proved to increase their confidence. In motivation, I usually take an approach but more towards the psychology of students. When dealing with passive students, I usually take a motivational approach.".*

B. DISCUSSION

This part presents the discussion of the research finding. There are two research question proposed in this study. The discussion focused on the finding of two proposed research question. The first discussion is students' and lecturers' problems in online learning speaking class, meanwhile the second discussion focused on students' and lecturers' efforts to overcome the problem. Researcher found some discussion based on the finding on the research field. They were following:

1. Students' problems in online learning speaking class

In online learning speaking class, the class is certainly different from face to face learning which then creates new problems. In this case, students of fifth semester in 2020/2021 considered that factors cause the problems are

in Internal factors are Psychological Aspect and Linguistic. In External factors are Environmental, teaching strategies and Technical Issue. In psychological aspect, the problems are some of them experienced of lack the confident, shy, lack of motivation. In linguistic aspect, the problems are worrying in grammatical and pronunciation errors, worrying for making mistakes and they do not get a good response from another students and lecturers and the last problems is limited tools, quota and internet connection.

This aspect becomes something crucial for the students it can help students easier to deliver a topic of speaking. This thing is evidenced by the results of interviewed result from 6 students, almost all of them experienced some of these problems. Where these problems were very influential in the success of speaking skills. In environmental Aspects, based on interviewed result, researcher found some problems of environmental aspect, such as: Less attention from other audiences, lack of friends' response, there is no support from another friends to improve the speaking skills. In Teaching strategies aspect, based on interviewed result, researcher found some problems faced by students in teaching strategies applied by lecture, the problems are the teaching strategies are bored.

This in line with the research conduct by Hendra Heriansyah entitled Speaking Problems Faced by The English Department Students of Syiah Kuala University, based on the results, that there were 5 difficulties, such as

(1) Not being brave to speak, (2) not being confident to speak, (3) not use to talking in the class, (4) being afraid of speaking and (5) difficult to express words or sentence[37]. Another finding that relate to the finding is the research conduct by Dyah Sih Pratiwi. The results of this research, indicated that the students have some problems and difficulties in practicing speaking subject during covid pandemic, namely: (1) Less of vocabularies, (2) Pronunciation errors, (3) Worrying for making grammatical errors, (4) Lack of technology, (5) Lack of motivation, (6) Understanding the conversation.

2. Lecturer's problems in teaching online learning speaking class

Teaching online or without face to face directly is a new learning system that cause a new problems come from internal and external factors. In this case, in internal problems lecturers who taught speaking online considered this problems, they experienced difficult to apply application to support online learning, difficulty to understand the features in an application, they feel difficult to apply teaching strategies such as group work. In external Factors the researcher found some problems faced by lecturers' in teaching online learning speaking class, the problems are lack of students' readiness to following online learning speaking class, less motivation compare with face to face learning, they did not focus, lack of awareness from student to open camera during follow online learning speaking class

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[37] Hendra Heriansyah, "Speaking Problems Faced by The English Department Students of Syiah Kuala University" Lingua Didaktita. Vol.6. No.1, December 2012

This is in line with the research by Putra maha Anugerah entitled an analysis of teachers challenges through online learning during covid 19 pandemic. The result of the research is there are some problems in teaching online learning speaking class, such as (1) lack of interaction, (2) lack of knowledge about software for online learning, (3) lack of ways to apply various teaching method, (4) The students did not fully understand the features of online learning, (5) The students were less of-motivated in following the online learning because they thought online learning is not a real learning [38].

3. Students' efforts to overcome the problems

Based on the result of interviews, there are some efforts did by student to cope with the problems such as (1) prepare the material well, (2) always increase vocabulary and practice to pronouns some words into the correct pronunciation (3) learn through games, listening music and watching movie always practice to speak alone (4) read and do exercise of grammar (5) They make their own opportunity for practice in using language inside and outside classroom, (6) Always motivate to be braver. These efforts are crucial to the characteristic of successful language learners in learning a second or foreign language.

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[38] Putra Maha Anugerah, an analysis of teachers through online learning during covid 19 pandemic",Journal of Educational Study, Vol 1 No.2(Februari) 2021,183

This is in line with the research conduct by Hendra Heriansyah entitled "Speaking problems faced by the English Department students of Syiah Kuala University". Pertaining to the students' effort to cope with their diffculties in learning speaking, they were (1) Practice English with friends, (2) try to be braver in speaking, (3) making sentence from difficult word, (4) reading English grammar books, (5) practice English by themselves, (6) listening English conversation, (7) Studying 12 tenses.

Another finding, is a research conduct by Lazim Rifki, entitled "An Analysis of Students' Difficulties in Speaking Through Online Learning During Covid-19 Pandemic A Case Study of First Year English Education Department Students in IAIN Salatiga" This research found the solution for the students in dealing difficulties in speaking through online learning are (a) learning independently from any websites from internet (b) they can improve their speaking skill through listening music, watching movies (c) they can get used to speaking in English by practicing conversation with themselves, friend and family[39].

4. Lecturers' efforts to overcome the problems

The result of interview about lecturers' efforts to cope with the problems, are (1) give the students a special assignment, (2) asked the student

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[39] Lazim Rifki "*An Analysis of Students' Diffculties in Speaking Through Online Learning During Covid-19*" Research Journal. Vol. 01. No. 2. 2021. Page 17

to record their speaking, (3) gave students a notes about vocabularies and a basic grammar, (4) Do approach and give psychology motivation (4) Sharing with friends who apply online learning system about the suitable application to use in online learning (5) Provide other alternative application or combine two or more applications of online learning. This is in line with the research by Putra Maha Anugerah entitled an analysis of teachers through online learning during Covid 19 pandemic the result of this research are, (1) by providing more intensive communication between the lecturers and students, (2) making WhatsApp group, (3) The lecturers had done many discussions with their colleagues, (5) watch YouTube and follow seminar or workshop that were available (6) The students asked to get feedback about the teaching method that was applied by the teachers[40].

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[40] Rochyani Lestiyanawati, "Strategies and Problems faced by Indonesian Teachers in Conducting E-Learning System pandemic" , Journal of Linguistic. Vol.02. No. 01. 2020.Page. 71.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

The researcher came to some conclusions based on the results and discussion in Chapter IV. First, students' problems in online learning speaking class in internal factors (Psychological Aspect and linguistics aspect). Psychological aspect that consist lack of confident, feel shy, lack of motivation, in linguistics aspect, they experienced worrying in grammatical and pronunciation errors. In external Factors, in environmental aspect they experienced less of respect and attention, in teaching strategies they experienced sometimes the lecturers was too fast in giving material and some of them still experienced limited tools and limited of internet connection and quota. Second, their solution to cope with problems are, always practice to speak alone in front of the mirror, always increase their vocabularies and also always do exercise of basic grammar, and join with another friends.

Third lecturers' problems in online speaking class are, difficulty to understand the features in an application, difficulty to apply learning strategies, such as apply pair work and group work method and lack of readiness of the students and also lack of awareness the students to open the camera and fourth

their efforts are sharing with another friends, give them a special assignment, and always motivate the students.

B. SUGGESTION

Finally, the suggestion comes for a better future. The suggestion is specifically proposed as below:

1. The College

The college and lecturer should do something better to make an effective online class, and by this research can be anticipation in the future

2. For students

Students should more increase the motivation, confidence and the preparation in the speaking class and always practice themselves to be brave to speak English although in online learning.

3. For the further researcher

Researcher hopes this research can be useful and become a reference and hopefully it will be better for future researcher.

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APPENDIXES

Research Instrument (Interview)

Tabel 1.1 Interview students' problems in online learning speaking class

No.	Factor (Juhanna)	Indicators	Questions
1.	Psychological Aspect	1. Confidence 2. Shyness 3. Motivation	1. How do you feel when you are speaking in front of a camera? 2. How often do you experience a lack of confidence, shyness and lack of motivation in an online speaking class? 3. During the online class, were you able to speak clearly in front of a camera?
2.	Linguistic	6. Worrying for making grammatical errors 7. Worrying for making pronunciation errors 8. Vocabulary knowledge is still low 9. Inhabitation 10. Fear of making mistakes because friends will laugh	1. What are the problems that you often experience in linguistics factor? 2. Why do you still worry about making grammatical errors when speaking English in the online class? 3. Why do you still worry about making pronunciation errors when speaking English in the online class? 4. Why do you feel afraid when you deliver your idea during following online learning speaking class? 5. How do you feel about other students' responses when you make mistakes in speaking the English language in the online class? 6. Does your friend's criticism make you find it difficult to deliver your idea? Why?
	Environmental	3. Less attention, respect and appreciation from the other students. 4. Less of the partner in practicing	1. What do you think about environmental factors (attention, respect and appreciation from the other students)? Are they important for successful speaking? 2. How does your environment support you to speak?

		speaking class. 5. The lack of interaction between students and lecturers. 6. The lack of opportunity to speak to every student.	3. How important is a good partner in practicing speaking English in an online learning speaking class? 4. How is the appreciation-given by your lecturers when you are always active in online speaking class? 5. How do you interact with your lecturer in the online speaking class? 6. How is your opportunity to speak in the online speaking class?
	Teaching strategies	3. Method of teaching and learning speaking in the class. 4. The lecturer was too fast in giving materials. 5. The students feel bored	1. Are you interested in the lecturers' teaching strategy in the online learning speaking class? 2. Is the implementation of the lecturers' strategies in teaching speaking online? 3. How often do the strategies make you feel bored? 4. How do you adapt online learning in speaking class? 5. How to enjoy the online learning, especially in online speaking class? 6. How is the lecturer's explanation of the material? 7. Does your lecturer deliver the material clearly? 8. Do you have difficulty understanding the lecturers' instructions?
6.	Technical side	4. Limited tools 5. Quota 6. Internet connection	1. How are your online media facilities, such as Hand phone, and laptop? 2. Do you think that internet limitations and quotas are one of the difficulties of online learning? Why? 3. How is your ability to deal with technology?

Table 1.2 Interview lecturers' problems in online learning speaking class

No.	Factors	Problems	Questions
1.	Internal	5. Teaching strategies 6. Managing online class 7. Computer literacy 8. Motivation and concern for good speaking	1. What internal problems do you face in online learning speaking class? 2. How do you prepare the material before learning starts? 3. How important is teaching strategy? Do your teaching strategies are able to increase student's enthusiasm? 4. What are the interesting teaching strategies that you applied in your online learning speaking class? 5. Can you manage your online speaking class well? Have you ever had trouble in managing online learning?
2.	External	1. Students 2. Media 3. Classroom Condition	1. What external problems do you face in online learning speaking class? 2. How is student interaction during online learning in the speaking class? 3. Do your students experience media problems follow online leaning? 4. How do your students respond to your command? 5. Do your students have problems when asked to speak? What are that problems? 6. Does the problem really affect the result of speaking ability?

Table 1.3 Interviews students' efforts to cope with the problems

No	Factors	Problems	Questions
1.	Psychological	4. Confidence 5. Shyness 6. Motivation	1. What is the preparation that you do before following the online learning speaking class? 2. How do you build up your confidence when you are speaking? 3. How do you build up your motivation? 4. How are your lecturers motivating you?
2.	Linguistics	6. Worrying about grammatical errors 7. Worrying about	1. What are your efforts to reduce worrying about grammatical errors?

		making pronunciation errors 8. Vocabulary knowledge is still low 9. Inhabitation 10. Fear of making mistakes	2. How do you build up your pronunciation? 3. How do you build up your lack of vocabulary? 4. What are your efforts to overcome the fear of making mistakes?
3.	Environmental	3. Less of attention, respect, and appreciation from the others students in classroom. 4. Less of partner in outside class in practicing speaking English.	1. What will you do to have attention, respect, and appreciation from other students when you speak English in the online class? 2. How do you invite your friends to be active in speaking class specially to make an interaction? 3. What will you do to have a comfortable partner in online speaking class? 4. What will you do if your environment is not too good to practice speaking?
4.	Teaching strategies	4. Method of teaching and learning speaking in online class is bored. 5. The lecturer was too fast in giving materials. 6. The students feel bored.	1. Is the method that has been applied by your lecturers uninteresting? Please mention that method! 2. When you feel bored with lecturers' methods, what do you usually do? 3. How to face when the lecturer was too fast in giving materials?
5.	Technical side	4. Limited tools 5. Quota 6. Internet connection	1. If you have problems using online media, what do you usually do? 2. What are your ways to overcome low internet connection? 3. What are your ways to overcome limited Tools and quota?

Tabel 1.4 Interview Lecturers' efforts to cope with the problem

No.	Factors	Problems	Questions
1.	Internal	5. Teaching strategies 6. Managing online class 7. Computer literacy 8. Motivation and concern for good speaking	1. After you apply the teaching speaking strategy, have the students reached the target of success? 2. If students do not reach the target, what evaluation do you do? 3. What improvements in teaching do you make after applying the strategies to students? 4. How do you manage your online learning speaking class to succeed? 5. How do you build up your ability in ICT (Information and Communication Technology)? 6. How do you motivate your students to be active in online speaking class?
2.	External	1. Students 2. Media	1. How do you deal with students who experience a lack of confidence, shyness, and nervousness when they are speaking? 2. How do you handle unequal student participation in online learning speaking class? 3. How do you deal with passive students? 4. What are the media that you use in teaching an online speaking class? 5. How about students who have limited facilities? How do you support them? 6. What are your ways to make a conducive class?

Tabel 1.1 Interview students' problems in online learning speaking class

No.	Factor (Juhanna, Year)	Indicators	Questions
1.	Psychological Aspect	1. Confidence 2. Shyness 3. Motivation	1. How do you feel when you are speaking in front of a camera? 2. How often do you experience a lack of ~~confident~~ confidence, ~~nervous~~ shyness and lack of motivation in an online speaking class? 3. During the online class, were you able to speak clearly ~~when~~

			~~you are~~ in front of a camera?
2.	Linguistic	1. Worrying for making grammatical errors 2. Worrying for making pronunciation errors 3. Vocabulary knowledge is still low 4. Inhabitation 5. Fear of making mistakes because friends will laugh	1. What are the problems that you often experience in linguistics factor? 2. ~~Why do you still worried to make grammatical errors, pronunciation errors when you are speaking?~~ 3. Why do you still worry about making grammatical errors when speaking English in the online class? 4. Why do you still worry about making pronunciation errors when speaking English in the online class? 5. Why do you feel afraid when you ~~are~~ deliver your idea during follow(ing) online learning speaking class? 6. How do you feel about other students' responses when you make mistakes in speaking the English language in the online class? 7. Does your friend's criticism make you find it difficult to deliver your idea? Why?
	Environmental	1. Less ~~of~~ attention, respect and appreciation from the other~~s~~ students. 2. Less of the partner in practicing speaking class 3. The lack of interaction between students and lecturers. 4. The lack of opportunity to speak to every	1. What do you think about environmental factors (attention, respect and appreciation from the other students)? ~~Is it~~ Are they important ~~in~~ for successful speaking? 2. ~~Does~~ How does your environment support you to ~~speaking~~ speak? 3. ~~How to have a good partner in practicing speaking class?~~ 4. How important is a good partner in practising speaking English in an online learning speaking class? 5. How is the appreciation ~~that~~ given by your lecturers when

		student.	you are always active in online speaking class? 6. How do you interact with your lecturer in the online speaking class? 7. How is your opportunity to speak in the online speaking class?
	Teaching strategies	1. Method of teaching and learning speaking in the class. 2. ~~The changing of curriculum of the government.~~ 3. The lecturer was too fast in giving materials. 4. The students feel bored	1. Are you interested in the lecturers' teaching strategy in ~~teaching~~ the online learning speaking class? 2. How is the implementation of the lecturers' strategies in teaching speaking online? 3. How often do the strategies make you feel bored? 4. ~~Can~~ How do you adapt online learning in speaking class? 5. How to enjoy the online learning, especially in online speaking class? 6. How is the lecturer's explanation of the material? 7. Does your lecturer deliver the material clearly? 8. Do you have difficulty understanding the lecturers' instructions?
5.	Technical side	1. Limited tools 2. Quota 3. Internet connection	1. How are your online media facilities, such as Handphone, and laptop? 2. Do you think that internet limitations and quotas are one of the difficulties of online learning? Why? 3. ~~Do you have difficulty understanding the lecturers' instruction?~~ 4. ~~Do you master technology?~~ 5. How is your ability to deal with technology?

Tabel 1.2 Interview lecturers' problems in online learning speaking class

No.	Factors	Problems	Questions
1.	Internal	1. Teaching strategies 2. Managing online class 3. Computer literacy 4. Motivation and concern for good speaking	1. What internal problems do you face in online learning speaking class? 2. How do you prepare the material before learning ~~started~~ starts? 3. How important is teaching strategy? Do your teaching strategies are able to increase student's enthusiasm? 4. What are the interesting teaching strategies that you applied in your online learning speaking class? 5. Can you manage your online speaking class well? Have you ever had trouble in managing online learning?
2.	External	1. Students 2. Media 3. Classroom condition.	1. What external problems do you face in online learning speaking class? 2. How is student interaction during online learning in the speaking class? 3. Do your students experience media problems ~~to follow~~ following online leaning? 4. How do your students respond to your command? 5. Do your students have problems when asked to speak~~ing~~? What are that problems? 6. Does the problem really affect the result of speaking ability?

Tabel 1.3 Interviews students' efforts to cope with the problems

No	Factors	Problems	Questions
1.	Psychological	1. Confidence 2. Shyness 3. Motivation	1. What ~~are~~ is the preparation that you do before following the online learning speaking class? 2. ~~Does your friend's criticism make you find it difficult to deliver your idea? Why?~~ 3. How do you build up your confidence when you are

			speaking? 4. How do you build up your motivation? 5. How are your lecturers motivating your~~self~~?
2.	Linguistics	1. Worrying ~~in~~ about grammatical errors 2. Worrying ~~for~~ about making pronunciation errors 3. Vocabulary knowledge is still low 4. Inhabitation 5. Fear of making mistakes	1. What are your efforts to reduce worrying ~~in~~ about grammatical errors? 2. How do you build up your pronunciation? 3. How do you build up your lack of vocabulary? 4. What are your efforts to overcome the fear of making mistakes?
3.	Environmental	1. Less of attention, respect, and appreciation from the others students in classroom. 2. Less of partner in outside class in practicing speaking English.	1. What will you do to have attention, respect, and appreciation from other students when you speak English in the online class? 2. How do you invite your friends to be active in speaking class especially to make an interaction? 3. What will you do to have a comfortable partner in online speaking class? 4. What will you do if your environment is not too good to practice speaking, ~~what will you do~~? 5. ~~What will you do to have comfortable partner in online learning speaking class?~~
4.	Teaching strategies	1. Method of teaching and learning speaking in online class is bored. 2. The lecturer was too fast in giving materials. 3. The students feel bored.	1. Is the method that has been applied by your lecturers uninteresting? Please mention that method! 2. When you feel bored with lecturers' methods, what do you usually do? 3. How to face when the lecturer was too fast in giving materials?

5.	Technical side	1. Limited tools 2. Quota 3. Internet connection	1. If you have problems using online media, what do you usually do? 2. What are your ways to overcome low internet connection? 3. What are your ways to overcome limited Tools and quota?

Tabel 1.4 Interview Lecturers' efforts to cope with the problem

No.	Factors	Problems	Questions
1.	Internal	1. Teaching strategies 2. Managing online class 3. Computer literacy 4. Motivation and concern for good speaking	1. After you apply the teaching speaking strategy, have the students reached the target of success? 2. If students don't do not reach the target, what evaluation do you do? 3. What ways improvements in teaching do you do make after applying the strategies to students? 4. How do you do manage your online learning speaking class well to succeed? 5. How do you build up your ability in ICT (Information and Communication Technology)? 6. How do you motivate your students to be active in online speaking class?
2.	External	1. Students 2. Media	1. How do you deal with students who experience a lack of confidentce, shyness, and nervousness when they are speaking? 2. How do you handle unequal student participation in online learning speaking class? 3. How do you deal with passive students? 4. What are the media that you use in teaching an online speaking class? 5. How about students who have limited facilities? How do you support them? 6. What are your ways to make a conducive class?

Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. The **blue** colour phrases are added or revised to be coherent with the theory in chapter II.
June, 2022

Validator

Nastiti Handayani, M.Pd

INTERVIEW GUIDE

Interview students' to get data about students' problems in online learning speaking class and their eforts to cope with the problems.

Students' problems in online learning speaking class.

Psychological Aspect

1. How do you feel when you are speaking in front of a camera?
2. How often do you experience a lack of confidence, shyness and lack of motivation in an online speaking class?
3. During the online class, were you able to speak clearly in front of a camera?

Linguistic

4. What are the problems that you often experience in linguistics factor?
5. Why do you still worry about making grammatical and pronunciation errors when speaking English in the online class?
6. Why do you feel afraid when you deliver your idea during following online learning speaking class?
7. How do you feel about other students' responses when you make mistakes in speaking the English language in the online class?

Environmental

8. What do you think about environmental factors (attention, respect and appreciation from the other students)? Are they important for successful speaking?
9. How does your environment support you to speak?
10. How important is a good partner in practising speaking English in an online learning speaking class?
11. How is the appreciation given by your lecturers when you are always active in online speaking class?
12. How is your opportunity to speak in the online speaking class?

Teaching Startegies

13. Are you interested in the lecturers' teaching strategy in theonline learning speaking class?
14. Is the implementation of the lecturers' strategies in teaching speaking online?
15. How often do the strategies make you feel bored?
16. Does your lecturer deliver the material clearly?
17. Do you have difficulty understanding the lecturers' instructions?

Technical Side

18. How are your online media facilities, such as Handphone, and laptop?

19. Do you think that internet limitations and quotas are one of the difficulties of online learning? Why?

Students' efforts to cope with the problems

Psychological Aspect

1. What is the preparation that you do before following the online learning speaking class?
2. How do you build up your confidence when you are speaking?
3. How do you build up your motivation?
4. How are your lecturers motivating your?

Linguistic

5. What are your efforts to reduce worrying about grammatical errors?
6. How do you build up your pronunciation?
7. How do you build up your lack of vocabulary?

Enviromental

8. What will you do to have attention, respect, and appreciation from other students when you speak English in the online class?
9. What will you do if your environment is not too good to practice speaking?

Teaching Strategies

10. Is the method that has been applied by your lecturers uninteresting? Please mention that method!
11. When you feel bored with lecturers' methods, what do you usually do?
12. How to face when the lecturer was too fast in giving materials?

Technical Side

13. If you have problems using online media, what do you usually do?
14. What are your ways to overcome limited tools, internet quota and low internet connection?

INTERVIEW GUIDE

Interview Lecturers' to get data about lecturers' problems in onlne learning speaking class and their efforts to cope with the problmes.

Question Intenal Factor of problems:

1. What internal problems do you face in online learning speaking class? (Apa saja permasalahan internal (managing onlineclass, Startegi mengajar,computer literacy,

motivation and concern for good speaking) yang bapak hadapi di dalam kelas speaking online?

2. Permasalahan apa saja yang anda alami dalam ICT?

3. How do you prepare the material before learning starts? (Bagaimana bapak mempersiapkan materi sebelum pembelajaran dimulai)

4. How important is teaching strategy? Do your teaching strategies are able to increase student's enthusiasm? (Seberapa penting strategi mengajar? Apakah strategi mengajar anda dapat meningkatkan antusias siswa?

5. What are the interesting teaching strategies that you applied in your online learning speaking class? (Strategi menarik apa yang bapak terapkan dalam pembelajaran kelas online?)

6. Can you manage your online speaking class well? Have you ever had trouble in managing online learning? (Bagaimana dengan pengelolaan kelas selama online, apa saja permasalahan yang bapak alami dalam mengelola kelas online terutama di kelas speaking online)

Question External Factors of Problems:

7. What external (Students, media and classroom condition) problems do you face in online learning speaking class? Permasalahan eksternal apa saja yang bapak alami selama di kelas speaking online?

8. How is student interaction during online learning in the speaking class? (Bagiamana interaksi siswa selama pembelajaran kelas speaking online)

9. Do your students experience media problems follow online leaning? (Apakah bapak mengalami permasalahan media selama pembelajarn online?

10. How do your students respond to your command? (Bagaimana respon atau tanggapan siswa terhadap perintah anda?

11. Do your students have problems when asked to speak? What are that problems? (Apakah mahasiswa bapak memiliki permasalahan ketika diminta untuk berbicara Bahasa inggris di dalam kelas speaking online? Apa saja permasalahan tersebut?)

12. Does the problem really affect the result of speaking ability? (Apakah permasalahan permasalahan tersebut sangat mempengaruhi hasil kemampuan speaking siswa?

Question lecturers efforts to cope internal factor of problems:

1. After you apply the teaching speaking strategy, have the students reached the target of success? (Setelah bapak menerapkan strategi pembelajaran, apakah siswa dapat mencapai target keberhasilan?

2. If students do not reach the target, what evaluation do you do? (Jika siswa tidak mencapai target keberhasilan, evaluasi seperti apa yang bapak lakukan?

3. What improvements in teaching do you make after applying the strategies to students? (Peningkatan seperti apa yang terjadi dalam penerapan strategi pembelajaran?

4. How do you manage your online learning speaking class to succeed? (Bagiamana cara untuk mengelola kelas speaking online dengan baik?

5. How do you build up your ability in ICT (Information and Communication Technology)? Bagaimana cara bapak dalam menigkatkan kemampuan ICT?
6. How do you motivate your students to be active in online speaking class? (Bagaimana cara bapak memotivasi siswa agar menjadi aktif dalam kelas speaking online? Bentuk motivasinya seperti apa?

Questions lecturers' efforts to cope external factors of problems:

7. How do you deal with students who experience a lack of confidentce, shyness, and nervousness when they are speaking? (Bagaimana cara anda menghadapi siswa yang mengalami kurang percaya diri, malu dan nerves ketika mereka speaking online?
8. How do you handle unequal student participation in online learning speaking class? (Bagaimana cara bapak menghadapi siswa yang kurang berpartisipasi dalam kelas online speaking?
9. How do you deal with passive students? (Bagaimana anda menghadapi siswa yang pasif?
10. What are the media that you use in teaching an online speaking class? (Media apa saja yang bapak gunakan dalam mengajar kelas speaking online?
11. How about students who have limited facilities? How do you support them? (Bagaimana dengan siswa yang memiliki keterbatasan media? Bagaimana cara bapak mengatasi?)
12. What are your ways to make a conducive class? (Apa saja cara yang bapak lakukan untuk membuat kelas kodusif?

INTERVIEW TRANSCRIPTION

Psychological Aspect

1. How do you feel when you are speaking in front of a camera? (Bagaimana perasaan anda ketika mengikuti speaking di depan kamera?)
   Student 1 (Ardian Majid): "When speaking in front of a camera or when taking an online learning speaking class, I still feel nervous, shy, and lack confidence, even though the audiences do not see it in person, but it still makes me nervous due to several factors, such as my limited vocabulary".
   Student 2 (Teti Febrianingsih): "In online speaking class, I feel more confident because I am alone, not seen by other people in person or only through a camera".
   Student 3 (Eka Sepritawati): "Sometimes I feel less confident when I get an impromptu topic, but even so I keep trying even though it is not fluently"
   Student 4(Aprilianti Tri Lestari): "When I speak, I feel more confident, and I don't feel afraid".
   Student 5 (Ainul Mardiyah): "For the problem of lack of confidence and shame, I rarely experience it because I believe I can if I keep trying".
   Student 6 (Lifmi Iza): "In my opinion, since online learning, especially in speaking class, which should have a lot of practice speaking in public, the online class have become hampered. At first, I was very confident to learn speaking, but then I got down again and I felt that my speaking skill was not increase and even for motivation is still lacking compared to when face to face".

2. How often do you experience a lack of confidence, shyness and lack of motivation in an online speaking class? (Seberapa sering anda mengalami kurang percaya diri, malu dan kurangnya motivasi di kelas speaking online)
   Student 1(Ardian Majid) : "I often experience some of these problems due to several factors, for example, because they are seen by several audiences."
   Student 2(Teti Febrianingsih) : "Sometimes I feel less confident and sometimes I feel shy, but I will keep trying because learning English is very important".
   Student 3(Eka Sepritawati) : "I am aware of several factors, such as the lack of vocabulary that I have, fear of making mistakes, so that I feel unprepared and cause a lack of trust".
   Student 4(Aprilianti Tri Lestari): "Based on my experience, actually not very often, but ever".
   Student 5 (Ainul Mardiyah): "Not very often".
   Student 6 (Lifmi Iza): "Quite often, even when I am asked to speak English at every meeting".

3. During the online class, were you able to speak clearly in front of a camera? (Selama mengikuti kelas speaking online, apakah anda bisa speaking dengan lancar)

Student 1(Ardian Majid): " About 50% because I still use mix when I forget some vocabulary"

Student 2 (Teti Febrianingsih) : "Usually I don't speak very fluently when in front of the camera, and of course it is due to several factors, and the biggest factors are lack of vocabulary and lack of confidence".

Student 3(Eka Sepritawati) : "not as fluently".

Student 4(Aprilianti Tri Lestari): "I can't speak fluently, but it can be said that I am more confident".

Student 5 (Ainul Mardiyah) : I personally think it's brave enough

Student 6 (Lifmi Iza): "Not always, especially when asked to speak English spontaneously".

Lingusitic

1. What are the problems that you often experience in linguistics factor?

   Student 1 (Ardian Majid) : The problem that I often face in the linguistic aspect is the fear of making grammatical mistakes

   Student 2 (Teti Febrianingsih): I often experience vocabulary problems, in other words, the vocabularies that I master is not too much. The limited vocabulary makes it difficult for me to convey ideas or topics in online learning speaking class

   Student 3(Eka Sepritawati) : "The problem is lack of vocabularies to make a sentence".

   Student 4(Aprilianti Tri Lestari) : "The mistakes or the problems that I often experience in the linguistics aspect is mispronunciation some words for example putting the wrong stress or word so that sometimes the words I convey have different meanings from what other people hear".

   Student 5 (Ainul Mardiyah) : "For linguistic problems, online speaking classes usually involve grammar and pronunciation errors, especially when asked to speak spontaneously".

   Student 6(Lifmi Iza): "In linguistics problems, I usually have a hard time in determining the correct grammatical structure, because there are so many grammatical formulas and in pronunciation I feel quite understandable if I have studied the vocabulary before".

2. Why do you still worry about making grammatical and pronunciation errors, and still lack of vocabularies when speaking English in the online class?

   Student 1 (Ardian Majid): "I still often feel afraid to make grammatical mistakes because there are still many uses of grammar that I do not understand".

   Student 2(Teti Febrianingsih) : "Because in my opinion, vocabulary is the most important thing to be confident and able to convey ideas well in speaking".

Student 3 (Eka Sepritawati): "Sometimes I'm afraid because I'm afraid that listeners will misperceive".

Student 4(Aprilianti Tri Lestari) : "Sometimes I forget where to put stress on a word because many words sound similar in pronunciation".

Student 5 (Ainul Mardiyah): "There are grammatical errors because when i speak English automatically, what will be conveyed must be arranged first in your mind".

Student 6 (Lifmi Iza) : "Because there is too much grammar to learn and I find it difficult to master it, but for basic grammar, InsyaAllah, I understand enough".

3. Does your friend's criticism make you find it difficult to deliver your idea? Why? (Apakah kritik dari teman membuat teti merasa sulit untuk menyampaikan ide?)

Student 1(Ardian Majid) : "Not so influential".

Student 2(Teti Febrianingsih) : "I don't think so. In fact, criticism given by friends and lecturers can make me better and give a lot of new knowledge about the mistakes I made".

Student 3(Eka Sepritawati) : "From my friends' criticisms, both bad and good, I will use those criticisms as motivation to be even better".

Student 4(Aprilianti Tri Lestari) : "Criticism from friends doesn't really affect me in conveying ideas".

Student 5(Ainul Mardiyah) : "Not so influential"

Student 6 (Lifmi Iza) : "Very influential, because when a friend gives a good response or criticism, it can increase my motivation and vice versa, if the criticism is not good, it can make me down".

Enviromental

1. What do you think about environmental factors (attention, respect and appreciation from the other students)? Are they important for successful speaking? How are your environmental?

Student 1(Ardian Majid): "I Think it is quite supportive, sometimes my friends criticize the way I speak but I use it as support as I can and I appreciate every process of learning to speaking".

Student 2 (Teti Febrianingsih): "For the environmental factors that have been mentioned, based on what I experienced myself was the lack of attention from another friends, sometimes they were busy themselves they do not open the camera during online speaking class".

Student 3(Eka Sepritawati): "In my opinion environmental is an important thing in practice speaking and the environmental factors that have been mentioned above are quite good, both from the lecturers or friends, but sometimes the responses from friends make me feel down like saying "Sok

Inggris" and for me it is very influential. So I think sometimes my friends do not support me to improve my speaking skill especially in online learning speaking class".

Student 4(Aprilianti Tri Lestari): "Quite supportive, for example from a lecturer who gives advice, motivation when I'm already speaking".

Student 5(Ainul Mardiyah): "It is quite supportive because with a good partner, the conversation will continue".

Student 6(Lifmi Iza): "In environmental, it is quite supportive because every student is given the opportunity to speak and every other student listens and pays attention".

2. How important is a good partner in practising speaking English in an online learning speaking class?

Student 1(Ardian Majid): "It's very important, because when you have a good partner, it will increase motivation, and vice versa if the partner is not good then I feel less in line".

Student 2(Teti Febrianingsih): "A good partner is very important because with a good partner, we will be more free to talk to each other even in English".

Student 3(Eka Sepritawati): "Yes, a good partner is very important. Because in my opinion when we have a good partner, we will be motivated to be good too, especially in speaking".

Student 4(Aprilianti Tri Lestari): "Yes, it is very important, because a good partner in my opinion will make me have good motivation, especially in online speaking classes"

Student 5(Ainul Mardiyah): "Yes, it's very important because if you have a good partner and give good feedback, then the conversation will continue"

Student 6(Lifmi Iza): "It is very important, because if there is a good partner, then my confidence and motivation will also increase, especially in online speaking classes"

3. How is the appreciation given by your lecturers when you are always active in online speaking class?

Student 1(Ardian Majid): "In the form of words such as praise, and good score".

Student 2 (Teti Febrianingsih): "The form of appreciation given is a response in the form of praise and with a high score for having followed the class well".

Student 3(Eka Sepritawati): "Appreciation in the form of enthusiasm and motivation to be even better".

Student 4(Aprilianti Tri Lestari): "Appreciation given by lecturers is usually in the form of praise or speech, meaning that when we can speak well, we will be given praise; when we are not able to speak well, we will be given advice and motivation so that we can become better. Then it doesn't make a difference, right? between students who can be said to be good and those who can be said to be less good".

Student 5(Ainul Mardiyah): "Yes, in the form of a good value for example".

Student 6(Lifmi iza): "Appreciation in the form of value and praise of course:

4. How do you interact with your lecturer in the online speaking class?

Student 1(Ardian Majid): "My interaction with the lecturer is quite good".

Student 2(Teti Febrianingsih): "Lecturers' interaction is good enough".

Student 3(Eka Sepritawati): "The interaction is not very frequent, because sometimes I feel bored, and do not understand".

Student 4(Aprilianti Tri Lestari): "Sometimes lecturers only interact with a few active students".

Student 5(Ainul Mardiyah): "I think the interaction between lecturers and students is active when students are asked to speak English one by one".

Student 6(Lifmi Iza): "Good enough".

5. How is your opportunity to speak in the online speaking class?

Student 1(Ardian Majid) : "There are plenty of speaking opportunities in online speaking classes, because every student is given the opportunity to be able to speak according to the given topic".

Student 2(Teti Febrianingsih) : "For opportunities, they are always given a turn because if that student is the only one, the others will become passive or bored because there is no challenge, in turns".

Student 3(Eka Sepritawati) : "Opportunities for each student are already arranged by the lecturer".

Student 4(Aprilianti Tri Lestari) : "Regarding opportunities, every student is definitely given the opportunity to convey their ideas on a certain topic, but sometimes only a few students take advantage of these opportunities, but sometimes when the online speaking class time is limited, our opportunities are also limited to be able to convey ideas".

Student 5(Ainul mardiyah): "On occasion, sometimes it has been determined or appointed based on absence".

Student 6(Lifmi Iza) : "Sometimes only a few students are always active, and sometimes they are also constrained by the time running out when they are busy speaking English".

Teaching Startegies

1. Are you interested in the lecturers' teaching strategy in the online learning speaking class? Is the explanation of the material clear (Apakah strategi yang digunakan dosen dalam mengajar kelas speaking online menarik?)

Student 1(Ardian Majid): "Sometimes interesting, sometimes make me bored, in my opinion maybe because the application of the method itself is not optimal because it is done non face to face".

Student 2(Teti Febrianingsih): "Sometimes when the lecturer wants to reach the target, the discussion of the material is accelerated and he has to find the

material himself, but there must be a question and answer session so that the material is clear".

Student 3(Eka Sepritawati): "In lecturers' strategy sometimes I feel bored when the strategy used is only monotonous or only uses that method even though the material is not that anymore and sometimes bad signal disturb lecturers' explanantion".

Student 4(Aprilianti Tri Lestari): "Based on what I experienced, the strategy is quite interesting, especially when it demands students to be more active".

Student 5(Ainul Mardiyah): "In my opinion, lecturers' strategy is not always bored, there is interesting strategy, one example of the strategy is when the lecturer gives an overview or when students are asked to guess and directed to the material, from there we are required to think in advance about the material to be studied".

Student 6(Lifmi Iza): "Maybe in opportunity, sometimes it's cool to speak but the time is up or sometimes the network is cut off".

2. Is the implementation of the lecturers' strategies in teaching speaking online?
   Student 1(Ardian Majid): "Given a current topic and asked to make a video on the topic".

   Student 2(Teti Febrianingsih): "For example, the lecturer gives a clue or picture then we are asked to describe it".

   Student 3(Eka Sepritawati): "At the beginning of the lesson, the lecturer gives a picture, the students are asked to guess, then they are directed to the material. From there we are required to think in advance about the material to be studied on that day".

   Student 4(Aprilianti Tri Lestari): "Using picture media and asked to guess the meaning of the picture".

   Student 5(Ainul Mardiyah): "Make videos as creative as possible"

   Student 6(Lifmi Iza): "Make video about a trending topic".

3. Does your lecturer deliver the material clearly?
   Student 1(Ardian Majid): "In my opinion, the lecturer is not very fast, and quite clear".

   Student 2(Teti Febrianingsih): "It depends on the lecturer, if explained by the lecturer it is quite clear, but sometimes the lecturer only provides material via pdf without being explained so that it is difficult to understand".

   Student 3(Eka Sepritawati): "Sometimes clear"

   Student 4(Aprilianti Tri Lestari): "sometimes when you want to catch up on material, it's not clear and too fast".

   Student 5(Ainul mardiyah): "It is not too fast".

   Student 6(Lifmi Iza): "Clear enough for me".

4. Do you have difficulty understanding the lecturers' instructions?
   Student 1(Ardian Majid): "So far, I don't find it difficult to understand the lecturer's instructions because I think they are quite clear".

   Student 2(Teti Febrianingsih): "Alhamdulillah, never".

Student 3(Eka Sepritawati): "Once did not understand the lecturer's instructions, but I immediately asked".

Student 4(Aprilianti Tri Lestari): Sometimes I understand, sometimes I don't understand, for example when the lecturer gives instructions on making videos with some rules, but because I don't understand the instructions, the videos I make are wrong.

Student 5(Ainul Mardiyah): "I am understanding enough"

Student 6(Lifmi Iza): "When I have trouble understanding the instructions, I ask a friend and make them together".

Technical Side

1. How are your online media facilities, such as Handphone, and laptop?

    Student 1(Ardian Majid): "For online learning facilities or media, Alhamdulillah it is quite adequate, and the problems are signal and quota, because sometimes the sim card I use is disconnect, or I forgot to check the quota so that when online learning is in progress I run out of the quota".

    Student 2(Teti Febrianingsih): "In media problems is adequate, the problems only about the network".

    Student 3(Eka Sepritawati): "The problem with the media that I experienced is that the battery I use is wasteful, so sometimes I have to charge my hand phone or laptop during follow online learning speaking class".

    Student 4(Aprilianti Tri Lestari): "For the facilities, Alhamdulillah, they are adequate because they support the running of online learning activities, so I really prepare everything".

    Student 5(Ainul Mardiyah): "Alhamdulillah my network, media and quota is adequate".

    Student 6(Lifmi Iza): "Usually what I experience is a problem on the network, and it really hinders learning"

2. Do you think that internet limitations and quotas are one of the difficulties of online learning? Why?

    Student 1(Ardian Majid): "Yes, because I think the internet and quotas really support online learning, without internet and quotas online learning cannot run or complement each other with learning media".

    Student 2(Teti Febrianingsih): "Yes, that's right, because in my opinion the most important thing in online learning is internet and quota".

    Student 3(Eka Sepritawati): "Yes it is quite influential because if it is problematic it will be an obstacle for the smooth implementation of online learning".

    Student 4(Aprilianti Tri Lestari): "It is very important because this is what really supports the implementation of online learning"

    Student 5(Ainul Mardiyah): "It is so Important".

Student 6 (Lifmi Iza): "Yes, because it is being a crucial thing in online learning".

Students' efforts to cope with the problems
Psychological Aspect

1. What is the preparation that you do before following the online learning speaking class?

   Student 1(Ardian Majid): "Some of the preparation that I did to avoid lack of confidence and feel shy, I prepare the material to be discussed and looked for some references in order I am ready if lecturers ask me to speak based on the topic, and always practice to speak alone".

   Student 2 (Teti Febrianingsih): "Before following online learning speaking class, I usually practice in front of a mirror on the topic to be discussed, besides that I also look for the material to be discussed at that time, so when I am asked by the lecturer, I have a little understanding of the material".

   Student 3(Eka Sepritawati): "Always practice myself to be able to speak spontaneously, always increase vocabulary, and always learn grammar and pronunciation because when I have many vocabularies and know how to pronounce it well I will be confident".

   Student 4 (Aprilianti Tri Lestari): "Always improve vocabulary mastery because the key to being able to speak fluently is to have enough vocabulary".

   Student 5 (Ainul Mardiyah): "Practice continuously and motivate yourself to do it".

   Student 6 (Lifmi iza): "I always say to myself "I must be able to at least be brave in speaking, the problem of right and wrong can be fixed

2. How do you build up your confidence when you are speaking?

   Student 1(Ardian Majid): "Prepare in advance the text of the topic to be discussed, because I feel that when I master the material I will be more confident because I think what I will convey is more conceptual, besides that motivation and appreciation from the lecturers also affect my confidence in speaking".

   Student 2 (Teti Febrianingsih): "Usually by adding vocabulary because adding vocabulary will increase confidence in expressing ideas".

   Student 3(Eka Sepritawati): "Always train myself to be able to speak spontaneously, always increase vocabulary, learn grammar".

   Student 4(Aprilianti Tri Lestari): "Always improve vocabulary mastery because the key to being able to speak fluently is to have quite a lot of vocabulary".

   Student 5 (Ainul mardiyah): "Always practice continuisly and motivate my self ".

   Student 6 (Lifmi Iza): "I always say to myself I must be able to at least be brave in speaking, the problem of right and wrong can be fixed".

3. How do you build up your motivation?
   Student 1(Ardian Majid): "My motivation is that when my friends can do it, so can I. Because by seeing my classmates who speak well, I am increasingly motivated to be better, especially in improving my speaking skills.".
   Student 2(Teti Febrianingsih): "My motivation is a friend who can speak fluently".
   Student 3(Eka Sepritawati): "I see friends who can, they can why can't I?"
   Student 4(Aprilianti Tri Lestari): "My motivation comes from native speakers, and I have to be able to imitate it".
   Student 5 (Ainul Mardiyah): "Usually I get motivation from my lecturers".
   Student 6 (Lifmi Iza): "Usually my motivation is from myself".
4. How are your lecturers motivating yourself?
   Student 1(Ardian Majid): "Usually through video shows".
   Student 2(Teti Febrianingsih): "Lecturers motivate by teaching material used in real life".
   Student 3(Eka Sepritawati): "After or before learning, the lecturer gives motivational words".
   Student 4(Aprilianti Tri Lestari): "Usually, lecturers motivate more towards student psychology".
   Student 5 (Ainul Mardiyah): "Lecturers motivate the students by giving a reward"
   Student 6 (Lifmi Iza): "Always give some quotes to be better in speak English".
   Linguistic
1. What are your efforts to reduce worrying about grammatical errors?
   Student 1(Ardian Majid): "One of the efforts I made was to learn about grammar first, for example use of the tenses in a sentence".
   Student 2(Teti Febrianingsih): "You have to be confident first, because it's okay to speak broken English".
   Student 3(Eka Sepritawati): "by learning basic tenses and also trying to work on grammar questions both from the internet and from books".
   Student 4(Aprilianti Tri Lestari): "Working on grammar questions such as toefl practice".
   Student 5 (Ainul Mardiyah): "Do exercise of grammar".
   Student 6 (Lifmi Iza): "Always writes a form of tenses and apply in a sentence".
2. How do you build up your pronunciation?
   Student 1(Ardian Majid): "Watching youtube which discusses good and correct pronunciation, watched then followed and repeated and continued to train yourself to pronounce vocabulary correctly".
   Student 2(Teti Febrianingsih): "I learned the correct pronunciation through google translate, because from google translate can be an example of how to read natively".

Student 3(Eka Sepritawati): "More Practice".

Student 4(Aprilianti Tri Lestari): "I often hear native speakers about correct pronunciation, especially words that are still often wrong, then I repeat myself, and usually I learn it through youtube videos, and google translate".

Student 5 (Ainul Mardiyah): "Learn from native speaker".

Student 6 (Lifmi Iza): "Learn by record my pronunciation and always repeat".

3. How do you build up your lack of vocabulary?

Student 1(Ardian Majid): "Usually I increase my vocabularies from movie".

Student 2(Teti Febrianingsih): "I have applied one method or method, namely by memorizing 10 vocabularies every day, namely by being recorded, read over and over again, and applied in sentences".

Student 3(Eka Sepritawati): "First, I have to be confident first because I think it's the most important even though we speak broken English".

Student 4(Aprilianti Tri Lestari): "Learn from movie and games".

Student 5 (Ainul mardiyah): "Write a new vocabularies and memorize it".

Student 6 (Lifmi Iza): "When I find a new vocabulary I directly find the meaning and then I apply it in a sentence".

Enviromental

1. What will you do to have attention, respect, and appreciation from other students when you speak English in the online class?

Students 1(Ardian Majid): "By greeting the audience's first".

Students 2(Teti Febrianingsih): "Say hi to the audience and ask them".

Student 3(Eka Sepritawati): "By attracting their attention, for example before talking about the topic, greet them with ladies and gentlemen and they automatically turn their attention to us".

Student 4(Aprilianti Tri Lestari): "Greet the audience first".

Student 5(Ainul Mardiyah): "Invite them to be involves in our topic".

Student 6 (Lifmi Iza): "Of course by greeting them or even asking small things".

2. What will you do if your environment is not too good to practice speaking?

Student 1(Ardian Majid): "I can practice alone as if I have no friend or I talk about a topic in front of the mirror".

Student 2(Teti Febrianingsih): "When my partner does not want to be invited to speak English, I will continue to train myself to improve my speaking skills such as making my own videos, speaking in front of the mirror myself".

Student 3(Eka Sepritawati): "Looking for another better environment".

Student 4(Aprilianti Tri Lestari): "Improve my speaking skill by making a video and do self-corrected).

Student 5(Ainul Mardiyah): "Looking for friends who want to increase speaking skill".

Student 6 (Lifmi Iza): "Speak alone".

Teaching Strategies

1. Is the method that has been applied by your lecturers interesting? Please mention that method!

   Student 1(Ardian Majid): "Using pictures, dividing groups, or the lecturer appoints one by one for mandatory speaking".

   Student 2(Teti Febrianingsih): "Question and answer method through pictures, questions are given and students respond with our ideas through voice notes".

   Student 3(Eka Sepritawati): "The method used is the online version of the question and answer method, such as students being divided into several groups and then conducting discussions and presentations".

   Student 4(Aprilianti Tri Lestari): "For example, the method of guessing the picture and then being directed to the material".

   Student 5 (Ainul Mardiyah): "Given a theme, then given time to look for the material and asked to make a video, because through video you can take it over and over again and I like this method".

   Student 6 (Lifmi Iza): "Given a theme about the problems that occur now and given the task of making a video".

2. When you feel bored with lecturers' methods, what do you usually do?

   Student 1(Ardian Majid): "Keep on learning, but sometimes I look for the material myself when I feel less focused".

   Student 2(Teti Febrianingsih): "By interspersing with other activities, for example opening social media".

   Student 3(Eka Sepritawati): "Usually when I'm bored with the methods used by the lecturers, I do other things, like while listening to songs".

   Student 4(Aprilianti Tri Lestari): "Invite friends to discuss in group chat".

   Student 5 (Ainul mardiyah): "I still follow the lesson while doing other activities".

   Students 6 (Lifmi iza): "Keep up with learning".

3. How to face when the lecturer was too fast in giving materials?

   Student 1(Ardian Majid): "Usually, I always take notes or summarize the material presented by the lecturer, then I study it again and if something is not clear, then I will look it up myself from other sources".

   Student 2(Teti Febrianingsih): "Usually I try to understand first, then look for material from the internet about the material in question".

   Student 3(Eka Sepritawati): "Looking for the material from other references".

   Student 4(Aprilianti Tri Lestari): "Ask to my friend".

   Student 5(Ainul Mardiyah): "Borrowing Friends' notes".

   Student 6(Lifmi Iza): "ask the material with friends".

Technical Side

1. If you have problems using online media, what do you usually do?
   Student 1(Ardian Majid): "One way is to borrow from other friends, but with other study program students who at that time were not used".
   Student 2(Teti Febrianingsih): "Borrow with a friend in boarding house".
   Student 3(Eka Sepritawati): "Borrow with other friend".
   Student 4(Aprilianti Tri Lestari): "If there is a quota problem, there is help from the campus and I use it specifically to take online classes".
   Student 5(Ainul Mardiyah): "Borrow with friends or family".
   Student 6(Lifmi Iza): "Usually if the laptop is not there, I join with friends".
2. What are your ways to overcome limited tools, internet quota and low internet connection?
   Student 1(Ardian Majid): "One way is to borrow from other friends, but with students from other study programs that are not being used at that time".
   Student 2(Teti Febrianingsih): "Usually if my laptop has problems, I join a close friend".
   Student 3 (Eka Sepritawati): "Prepare 2 sim cards to anticipate network loss".
   Student 4(Aprilianti Tri Lestari): "Borrowing with friends".
   Student 5 (Ainul Mardiyah): "If there is a quota problem, there is help from the campus and I use it specifically to take online classes".
   Student 6 (Lifmi Iza): "For media problems, I usually borrow with friends from different majors and the schedule is different and for signal and quota problems I usually hotspot with family or friends".

Interview Lecturers about lecturers' problems in online learning speaking class

Internal Problems:

1. What internal problems do you face in online learning speaking class?

   Lecturer 1 (Paidi Gusmuliana, M. Pd): "The change in face to face learning platform to online learning caused many obstacles for me personally, for example on internal problems, namely the use of certain applications that are suitable for use in online learning speaking class. Then, from the application I do not understand the features in the application, for example in zoom application, I have not been able to group students into several groups, because when in class I can immediately group them directly. Then I want to give exercise which can actually be accessed through the application but I do not understand to use it. In applying teaching strategies, I have difficulty in applying teaching strategies especially in apply pair work and group work".

2. What problems do you have in ICT? (Permasalahan apa saja yang anda alami dalam ICT?)

Lecturer 1(Paidi Gusmuliana, M. Pd): for example, the problem the use of certain applications that are suitable for use in online learning speaking class. Then, from the application I do not understand the features in the application, for example in zoom application, so I have to compile several applications

3. How do you prepare the material before learning starts?

Lecturer 1(Paidi Gusmuliana, M. Pd): The first thing I did was to design materials such as lesson plans, handouts, power points, media used in online learning. The obstacles here, for example, were difficulties when I wanted to include using audio or video in online learning media, usually when face to face it will be easy to evaluate students directly but in online learning I still diffcult to evaluate, in making group work, I can not monitor a condusive manner.

4. How important is teaching strategy? Do your teaching strategies are able to increase student's enthusiasm?

Lecturer 1(Paidi Gusmuliana, M. Pd): Very important, because the strategy used will determine the achievement of the target and also curricullum learning.

5. What are the interesting teaching strategies that you applied in your online learning speaking class?

Lecturer 1(Paidi Gusmuliana, M. Pd): The strategy I often use is a project based strategy, at the next meeting I asked them to prepare in advance and I gave the topic that day, for example unforgettable experience, through making videos, using videos through certain channels such as VOA, then they were asked to watch, understand and then convey the information that has been obtained. In an online speaking class, I find it difficult to apply pair work and group work, so I apply the shadowing technique strategy, which is an independent learning strategy to increase fluency, but applying accuracy is still a difficult obstacle. So the strategy that I think is suitable for use in online speaking classes is to improve students' fluency speaking skills, namely the shadowing technique,

6. Can you manage your online speaking class well? Have you ever had trouble in managing online class especially in speaking class?

Lecturer 1(Paidi Gusmuliana, M. Pd): In managing the speaking class, I encountered several obstacles because the basic framework for teaching speaking itself I couldn't apply in an online class if I only used zoom, I couldn't always access it.

External Problems:

7. What external (Students, media and classroom condition) problems do you face in online learning speaking class?

Lecturer 1(Paidi Gusmuliana, M. Pd): In external problem, some problems are the lack of readiness of students to follow online learning speaking class, many students tend to be passive, I find the problems to control all students especially they are beyond my reach. Then some students are sometimes still outside when the class starts so they are not focused, and also not all students realize that in speaking class they must open the camera and have visible expression and their motivation is still low compared speaking class in face to face

8. How is student interaction during online learning in the speaking class?

    Lecturer 1(Paidi Gusmuliana, M. Pd): For interaction is pretty good, but sometimes only a few students

    Lecturer 2(Ruli Morgana, M. Pd): If there is less interaction, it is caused by the lack of student interaction facilities. Because when I'm face-to-face I can be creative with lots of games, pictures, real objects, while when I do it face-to-face, my point of view is limited when I want to use real objects to show.

9. Do your students experience media problems follow online leaning?

    Lecturer 1(Paidi Gusmuliana, M. Pd): For media, students have adequate media, maybe the only problem is limited quota and internet but usually they anticipate it by joining close friends so they can continue to take an online class.

10. How do your students respond to your command?

    Lecturer 1(Paidi Gusmuliana, M. Pd): Good enough but sometimes some students are late in collecting the assignments that has been given.

11. Do your students have problems when asked to speak? What are that problems?

    Lecturer 1(Paidi Gusmuliana, M. Pd): if they find it difficult because they feel ashamed and lack confidence, that is by giving assignments, for example through videos, because with videos they are alone, without being seen by others.

12. Does the problem really affect the result of speaking ability?

    Lecturer 1(Paidi Gusmuliana, M. Pd): Very influential, because usually these problems occur during the speaking class process, thus affecting the results of students' speaking abilities.

13. After you apply the teaching speaking strategy, have the students reached the target of success?

    Lecturer 1(Paidi Gusmuliana, M. Pd): Not always achieving the target, and sometimes only a few students succeed in following the lesson and achieving the learning target.

14. If students do not reach the target, what evaluation do you do?

    Lecturer 1(Paidi Gusmuliana, M. Pd): if the learning target has not been achieved, then I have to prepare other more effective methods to achieve the target.

15. How do you build up your ability in ICT (Information and Communication Technology)?

    Lecturer 1(Paidi Gusmuliana, M. Pd): Usually I find out first the features in the application that will be used, and if I still don't understand, I usually also ask other lecturers

16. How do you motivate your students to be active in online speaking class?

    Lecturer 1(Paidi Gusmuliana, M. Pd): Explain the importance of the indicators that will be achieved, provide rewards by giving points, then rewards for students who are good at speaking will be sent by PPL abroad so that they are more interested in participating in online speaking classes and can even be punished for students who are less active in speaking class, so that they feel more compelled to be more active in online speaking class. For motivation, I tend to take a psychological approach, because the strongest motivation is internal motivation or intrinsic motivation.

Questions lecturers' efforts to cope external factors of problems:

17. How do you deal with students who experience a lack of confidentce, shyness, and nervousness when they are speaking?

    Lecturer 1(Paidi Gusmuliana, M. Pd): Usually when there are some students who still feel inferior, feel embarrassed and nervous because of several factors, for example, they have a lot of vocabulary so that students feel less confident and embarrassed. Usually the effort I make when students are like this is to give special assignments or special responsibilities, for example after the lesson is over, I give one topic to students and then at the next meeting I give the opportunity to convey the assignments I have. given, then at the next meeting. Then I gave the opportunity to convey the task that had been given to me, and I did it many times and it proved to increase my confidence. for example, in practicing pronunciation, when they do it over and over again, they will know where the error is, and then it can be corrected. So, this strategy can be said of those who make it, they also correct it. Meanwhile, to increase their enthusiasm, I usually take a psychology approach of students.

18. How do you handle unequal student participation in online learning speaking class?

    Lecturer 1(Paidi Gusmuliana, M. Pd): Taking an approach, suggesting that the effort is even harder, because to be able to speak fluently, you must have a hard process or effort

19. How do you deal with passive students?

    Lecturer 1(Paidi Gusmuliana, M. Pd): Always provide real motivation so that they are motivated to become more active students, especially in speaking class. Students who are passive are usually due to a lack of practice and lack of capital in their vocabulary, grammar, etc

20. What are the media that you use in teaching an online speaking class?
    Lecturer 1(Paidi Gusmuliana, M. Pd):   Zoom application, watsApp, and google meet
21. How about students who have limited facilities? How do you support them?
    Lecturer 1(Paidi Gusmuliana, M. Pd): They can join close friends using one account, but two people
22. What are your ways to make a conducive class?
    Lecturer 1(Paidi Gusmuliana, M. Pd): First, they have to make them want to attend online speaking classes, namely by being absent and opening their camera, then using interesting strategies or methods, and inviting them to be passive students, for example being given responsibility for certain tasks.

Students' efforts to cope with the problems

Psychological Aspect

15. What is the preparation that you do before following the online learning speaking class?
16. How do you build up your confidence when you are speaking?
17. How do you build up your motivation?
18. How are your lecturers motivating your?

Linguistic

19. What are your efforts to reduce worrying about grammatical errors?
20. How do you build up your pronunciation?
21. How do you build up your lack of vocabulary?

Enviromental

22. What will you do to have attention, respect, and appreciation from other students when you speak English in the online class?
23. What will you do if your environment is not too good to practice speaking?

Teaching Strategies

24. Is the method that has been applied by your lecturers uninteresting? Please mention that method!
25. When you feel bored with lecturers' methods, what do you usually do?
26. How to face when the lecturer was too fast in giving materials?

Technical Side

27. If you have problems using online media, what do you usually do?
28. What are your ways to overcome limited tools, internet quota and low internet connection?

Documentation of Interview Students'

• Interview with Ardian Majid (July 01st 2022)	• Interview with teti Febrianingsih (July 01st 2022)
• Interview with Eka Sepritawati (July 01st 2022)	• Interview with Aprilianti Tri Lestari (July 06th 2022)

- Interview with Ainul Mardhiyah (July 7th 2022)

- Interview with Lifmi Izza via WatsApp (July 10th 2022)
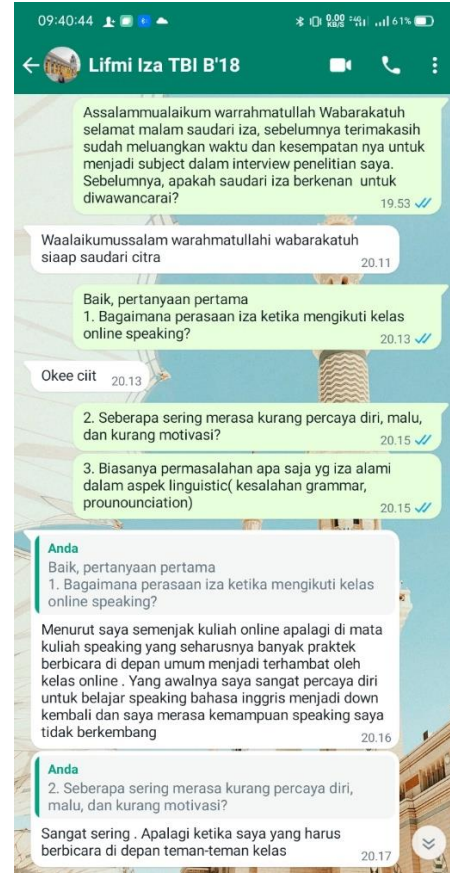
Documentation of Interview with Lecturers'

• Interview with Mr Ruly Morgana,M.Pd (July 06th 2022)

• Interview with Mr Paidi Gusmuliana,M.Pd (July 04th 2022)

SURAT KETERANGAN WAWANCARA

SURAT KETERANGAN WAWANCARA
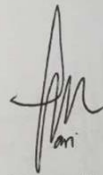
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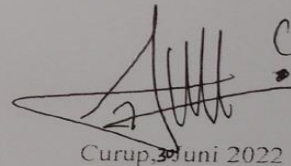
Nama : Ardian Majid

Nim : 18551009

Jurusan/ Fakultas : Tarbiyah / Tadris Bahasa Inggris

Mahasiswa yang bersangkutan telah melakukan wawancara dalam rangka penyusunan skripsi sebagai penelitian dalam tugas akhir kuliah.

Surat keterangan ini diberikan untuk digunakan sebagaimana mestinya.

Curup, 30 Juni 2022

SURAT KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini.
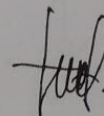
Nama : Teti Febrianingsih

Nim : 18551058

Jurusan/ Fakultas : Tarbiyah / Tadris Bahasa Inggris

Mahasiswa yang bersangkutan telah melakukan wawancara dalam rangka penyusunan skripsi sebagai penelitian dalam tugas akhir kuliah.

Surat keterangan ini diberikan untuk digunakan sebagaimana mestinya.

Curup, Juni 2022

SURAT KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:
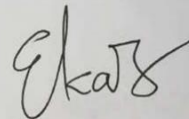
Nama   : Ainul Mardhiyyah
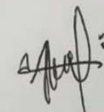
Nim   : 18551083

Jurusan/ Fakultas   : Tarbiyah / Tadris Bahasa Inggris

    Mahasiswa yang bersangkutan telah melakukan wawancara dalam rangka penyusunan skripsi sebagai penelitian dalam tugas akhir kuliah.

    Surat keterangan ini diberikan untuk digunakan sebagaimana mestinya.

Curup, Juni 2022

Ainul Mardhiyya

SURAT KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:

Nama   : Aprilianti Tri lestari

Nim   : 18551008

Jurusan/ Fakultas : Tarbiyah / Tadris Bahasa Inggri

Mahasiswa yang bersangkutan telah melakukan wawancara dalam rangka penyusunan skripsi sebagai penelitian dalam tugas akhir kuliah.

Surat keterangan ini diberikan untuk digunakan sebagaimana mestinya.

Curup, 06 Juni 2022

SURAT KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:

Nama : Eka Sepritawati

Nim : 18551022

Jurusan/ Fakultas : Tarbiyah / Tadris Bahasa Inggris

Mahasiswa yang bersangkutan telah melakukan wawancara dalam rangka penyusunan skripsi sebagai penelitian dalam tugas akhir kuliah.

Surat keterangan ini diberikan untuk digunakan sebagaimana mestinya.

Curup, Juni 2022

SURAT KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini:

Nama : Paidi Gusmuliana, M.Pd

NIP : 198408172015031004

Dosen yang bersangkutan telah melakukan wawancara dalam rangka penyusunan skripsi sebagai penelitian dalam tugas akhir kuliah.

Surat keterangan ini diberikan untuk digunakan sebagaimana mestinya.

Curup, Juli 2022

Paidi Gusmuliana, M.Pd

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119

IAIN CURUP

Nomor   : 600 /In.34/FT/PP.00.9/06/2022   15 Juni 2022
Lampiran : Proposal dan Instrumen
Hal   : Permohonan Izin Penelitian

Kepada Yth. IAIN Curup

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama   : Citra Kusumawati
NIM   : 18551016
Fakultas/Prodi   : Tarbiyah / Tadris Bahasa Inggris
Judul Skripsi   : Students' And Lecturers' Problems In Online Learning Speaking Class
Waktu Penelitian   : 15 Juni s.d 15 September 2022
Tempat Penelitian   : IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terimakasih

Dekan

HAMENGKUBUWONO
NIP. 196508261999031001

Tembusan :
1. Rektor
2. Warek 1
3. Ka. Biro AUAK

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
Jamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
ax. (0732) 21010 Homepage www.iaincurup.ac.id E-Mail : admin@iaincurup.ac.id.

KEPUTUSAN DEKAN FAKULTAS TARBIYAH
Nomor : 291 Tahun 2022
Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	: a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
	b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	: 1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
	2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
	3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
	4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
	5.	Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
	6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
	7.	Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 20 April 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
Memperhatikan	1.	Surat Rekomendasi dari Tadris Bahasa Inggris Nomor. 162 /FT.2/PP.00.9/TBI/2022
	2.	Berita Acara Seminar Proposal Hari, Senin, 18 April 2022

MEMUTUSKAN:

Menetapkan

Pertama	:	1. Prihantoro, SS M.Pd	197508202008011004
		2. Paidi Gusmuliana, M.Pd	198408172015031004

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Citra Kusumawati**
N I M : 18551016
JUDUL SKRIPSI : **Students' and Lecturers' Problems In Online Learning Speaking Class**

|		
Kedua	:	Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 25 April 2022
Dekan,

Rimaldi Nurmal

Tembusan :

IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	07/01/2022	Background, teori, fenomena dai Judul Penelitian		
2	26/01/2022	Chapter 2 Perkuatkan teori		(ttd)
3				
4				
5				
6				
7				
8				

IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	5/01/2022	Background, Penambahan teori dalam Problems dan Solutions	(ttd)	(ttd)
2	26/01/2022	Chapter 2 (Perkuat teori dan Ubah teknik pengumpulan)	(ttd)	(ttd)
3	08/02/2022	Perbaikan Instrument Penelitian Teknik collecting data (Acc)	(ttd)	(ttd)
4	29/06/22	Revisi Instrument untuk Interview	(ttd)	(ttd)
5	04/07/2022	Validasi Instrumente	(ttd)	(ttd)
6	18/07/2022	Interview Sebagai subject	(ttd)	(ttd)
7	27/07/2022	Revisi format skripsi	(ttd)	(ttd)
8	22/07/2022	ACC untuk Ujian Munaqosah	(ttd)	(ttd)

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
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PROGRAM STUDI TADRIS BAHASA INGGRIS
Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119

SURAT KETERANGAN CEK SIMILARITY

Admin Turnitin Program Studi Tadris Bahasa Inggris IAIN Curup menerangkan bahwa telah dilakukan pemeriksaan similarity terhadap proposal/skripsi/tesis berikut:

Judul   :   **Students and Lecturer Problem in Online Learning**

Speaking

Penulis   :   **Citra Kusumawati**
NIM   :   18551016

Dengan tingkat kesamaan sebesar 16%. Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya

Curup, 27 Juli 2022
Pemeriksa,
Admin Turnitin Prodi Tadris Bahasa Inggris

Sarwo Edy, M.Pd

BIOGRAPHY

Citra Kusumawati *was born on June 17th 2000 in Curup. Her nick Name is Citra. She grows up in Moeslims family and her small family consists of her parents, her brother and herself. Her fathers' name is Triono ,her mothers' name is Sugiyanti, and her brother's name is Tedi Hariadi. She went to elementary school and studied from class one until six in SDN 04 Curup Tengah. Then continued higher grade in SMPN 09 Curup Tengah. She passed the junior high school and continued her study in MAN Curup. Next she continued her study in IAIN Curup. She took English Tadris Study Program of the Tarbiyah Faculty because she wants to be a good English teacher for her students later.*