

**AN ANALYSIS OF STUDENTS SPEAKING DIFFICULTIES DURING ONLINE
CLASS THROUGH ZOOM MEETING OF THE FOURTH SEMESTER
ENGLISH LANGUAGE EDUCATION OF FAKULTAS KEGURUAN DAN
ILMU PENDIDIKAN UNIVERSITAS ISLAM RIAU**

A THESIS

*Intended to Fulfill one of Requirements for Award of Sarjana Degree in English
Language Teaching and Education*



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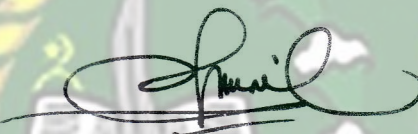
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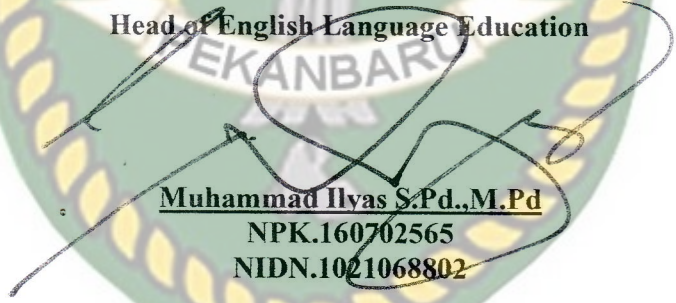
AN ANALYSIS OF STUDENTS SPEAKING DIFFICULTIES DURING ONLINE CLASS THROUGH ZOOM MEETING OF THE FOURTH SEMESTER ENGLISH LANGUAGE EDUCATION OF FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS ISLAM RIAU

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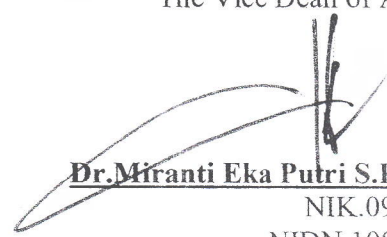
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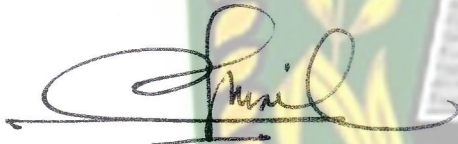
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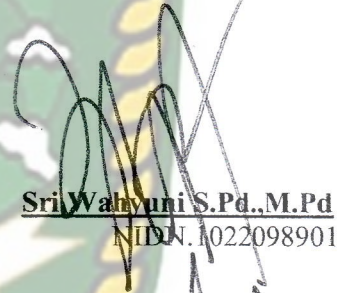
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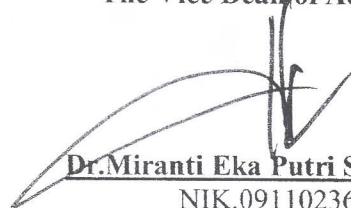
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It is ready to be examined.

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Lembar Ke :

NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1.	March, 21 2021	Theory of Speaking and instrument	Add Questionnaire and more theory	
2.	May, 28 2021	Focus of the problem and correct the grammar	Match the question of the research and objective of the research	
3.	May, 30 2021	Identify the instrument of the research	Questionnaire and interview	
4.	June, 1 2021	Add more Instrument	Add the questionnaire	
5.	June, 26 2021	Acc to join seminar proposal	Prepare to join seminar	
6.	February, 5 2022	Revision of seminar proposal	Match question and research	
7.	July, 19 2022	Adding the data, Complete chapter II	Complete chapter II	
8.	July, 20 2022	Chapter 1,2,3,4,5 Done (prepare)	Approved to join the final Exam	

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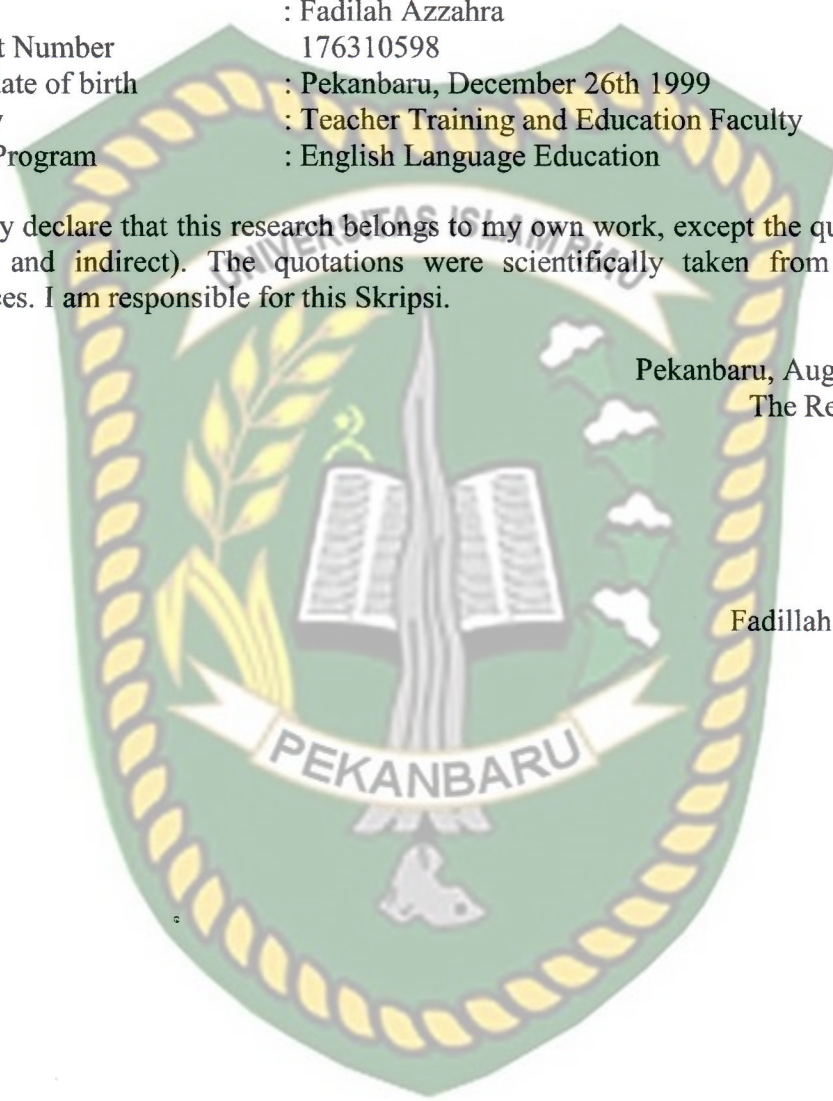
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I hereby declare that this research belongs to my own work, except the quotations (direct and indirect). The quotations were scientifically taken from reliable resources. I am responsible for this Skripsi.

Pekanbaru, August 2022
The Researcher

Fadillah Azzahra



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Alhamdulillah, I would like thanks to Allah SWT for his blessings and guidance in the process of completing this thesis. I am very grateful for the valuable learning that I got through the struggle of the thesis process. However, I realized this thesis could not be completed without much help from the whole family, lecturers, friends and all institutions involved in completing this thesis.

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May Allah Subhanawa Ta'ala reward all deeds and kindness to all parties involved in helping the researcher to complete this thesis, aamiinyarabbalalamin.

Pekanbaru, August 2022

Fadilah Azzahra

ABSTRACT

Fadillah AZ Zahra, 2022 An Analysis of Students Speaking Difficulties during Online Class through Zoom meeting of the fourth Semester English Language Education of Faculties Keguruan dan Ilmu Pendidikan Universitas Islam Riau.

Keywords: Students Speaking Difficulties, Online Class, Zoom Meeting.

Online Learning is an electronic learning system that can be defined as a form of information technology applied in education in the form of a website that can be accessed anywhere. E-learning is the basis and logical consequence of the development of information and communication technology that enable teachers and learners. In Online learning so many platforms design to help teaching and learning process. Such as, Zoom Meeting, Wiki, Edmodo, Google Classroom. Zoom meeting is one of the best media usually used by colleagues in learning platform by face to face method. In addition, Speaking is admitted by students as the way to give the information and communication. The researcher is interesting in analyze students' speaking difficulties during online class through zoom meeting and to find is there any a new factors that found in their speaking difficulties during online class. The research aims to investigate the difficulties in speaking while using Zoom meeting during online Classes. The descriptive research employed qualitative technique it was considered as an appropriate approach as a type of research. The population of this study was the Fourth Semester Student English Language Education Universitas Islam Riau, while the sample was selected through purposive sampling that consist of 35 students. The data were collected by using from questionnaire in the google form consist of 8 indicators and interview through Zoom meeting. The questionnaire adapted and modify from farah (2016) and Syofianis Ismail (2021).

The result of this study are presented in the form of descriptive explanation in order to indicate that the fifth semester student of English Language Education have a difficulties in their speaking abilities using Zoom Meeting application. These result can be seen from the percentage of questionnaire answers and also the result of interviews to support of questionnaire result with 5 students which had been converted into conversation transcript. The result of percentage shown the students speaking difficulties dealing with grammatical errors, less in mastering vocabulary and besides that's the common thing felt by students speaking difficulties is the network factors impact students speaking difficulties such as when the light off it will the speakers obstruct the teaching and learning process during online classes.

Keywords: Speaking Difficulties, Online Class, Zoom Meeting

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

In learning English, there are four skills that must be mastered in learning a language, particularly English language. The skills are writing, reading, speaking, and listening. There is the direction of communication (in or out) and the method of communication (spoken or written). But in fact, many EFL students who still communicate well in their speech, they didn't have any confidentiality while speaking in class even in an online class, as we know Speaking is a skill that improves our confidentiality.

Speaking is one of the crucial keys in English language skills that should be mastered by students besides writing, reading, and listening. The purpose of speaking skill is to express an opinion, someone feeling, or an idea and it express spontaneously orally. In English language components, speaking is one of the arts of talk as communication interaction with someone else, and it is very tough to master it. Speaking ability is have a tight relationship with listening skills, in speaking activity, the students must be listening and then speak up, because speaking is not only memorizing and remembering the sentences in written but speaking is spontaneous to express the students' ideas and opinions orally.

Speaking can be define as an exceptional importance for people's interaction in their communication anywhere and everywhere, the manner of speaking thoughts and messages orally is full of information. Speaking is extensively referred to as an ability to express thoughts, ideas, and intentions to other people through using language in oral form, Bustari (2017).

In early 2020, several countries in the world including Indonesia, experiencing problems changed the activities that impact aspects of life caused by a virus called Covid-19 This new virus was unknown before. The outbreak began in Wuhan, China, in December 2019 (WHO, 2020).

In Indonesia, the spread of Covid-19 cases and danger zones are increasing. The impact of social activities, especially learning activities has changed. Since March 2020, all lecture activities in the English Language Education program of Universitas Islam Riau have immediately been converted into online activities,

Several methods are used for the learning process, such as the lecture method, discussion method, demonstration method, and others (Raymond 2009, p. 110-11;242-243) these methods can be done in learning commonly used in Indonesia, like the face-to-face method and e-Learning. In Indonesia, indeed, in general, still used the face-to-face method, with no exception at the university level. Many lecturers are still using this method at Universitas Islam Riau, even though the assignment uses online learning media. The teaching and learning process uses the face-to-face method is forced to change the online/E-learning including Universitas Islam Riau. Learning is being done temporarily by online method to reduce the transmission of covid-19. Online learning is commonly referred as the intentional use of networked information and communications technology in teaching and learning, in other ways online learning also the use of telecommunication technology to deliver information for education and training. With the progress of information and communication technology development,

online learning is emerging as the paradigm of modern education. However, using online learning is the best alternative media or application to support the learning process. A modern learner is someone who is in an environment where content changes fast and learning needs to change even faster. Modern learners want answers right away and rely on a wide variety of sources to find the answer. Digital technology has created more ways of learning, more immediacy, and an increased pace of change modern learners are inseparable from digital life,

Based on the researcher's experience and interview with some classmates, there are some problems faced by the students in speaking ability during online class through zoom meetings. Some of the students have grammatical errors while speaking in the class. Many college students still lost their vocabulary which is the reason they talk less fluently. Some of the students feel the online class sometimes gives us a problem like students didn't get the meaning or difficult to understand the explanation from the lectures, because some of the students did not focus on the lectures and most of students did not want to ask if they didn't understand the lesson. The researcher also found several problems that occurred during the online teaching and learning process. The lecturer has a bad internet signal at home and some students also have problems with the internet things, while having a good internet network and sufficient internet quota are very important to be able to take part in online learning activities. Students may find the lecturer's voice is freezing sometimes due to their poor connection to the internet. It can affect students understanding of the material given by the lecturer. Meanwhile according to Ilyas, M., & Putri, M. E. (2020) in YouTube Channel:

An alternative social media to enhance EFL students' speaking skill state that some students in English language study program of Universitas Islam Riau lack of interest and motivation in learning English. In learning a language skill especially speaking, students usually find some difficulties when they are studying about grammar and vocabulary, and lack of confidence. The speaking ability of students in English department of UIR is still low, although the English teaching has been emphasized on speaking ability. This situation became a reason why the researcher chose this research because I want to know the difficulties that faced by the students in speaking especially during online class through zoom meeting and the researcher also searched about the common issue that faced by students speaking skills during this online class. By looking at the difficulties experienced by the students, the researcher hopes it can help the teacher for solving students speaking problems in class to create an effective class activity especially in speaking during online class through zoom meeting. The title choice is primarily totally based on the researcher's own experience.

Based on the overview above, the researcher is really interested to conduct research over this case to study. The studies previous nearly comparable with these studies however the researcher want to evaluate the college students trouble on speaking during online class through zoom meeting because the researcher wants to focus on the most inhibiting problem in college students while the students speaking share their ideas or answer questions with the title **“AN ANALYSIS OF STUDENTS SPEAKING DIFFICULTIES DURING ONLINE CLASS THROUGH ZOOM MEETING OF THE FOURTH SEMESTER ENGLISH**

LANGUAGE EDUCATION OF FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS ISLAM RIAU” become a research resource in order to know the difficulties faced By students itself through zoom meeting during online class.

1.2 Identification of The Problem

Related to the statements of the background, the researcher found that students are facing some problems when Speaking in online class through zoom meeting. So, there are some problems that face by students while speaking.

First, the students still have difficulties to speak in the class during online class, the difficulties student usually got are their pronounciation is incorrect, lack of vocabullary, less in mastering grammar, the confidency, comprehension, enviromental factors, and also fluently. When lectures ask students to give some perception or ask for information, the students are difficult to speak because some factors such as the internet network during this online learning. Last, the connection factors also impact the speaking ability especially during online through zoom meeting. It makes the teaching and learning process during online class via zoom meeting is not effective.

1.3 Focus of The Problem

Based on the reasons related to the background, the researcher desires to restrict or recognition at the problem. This research focuses on the students' problems based on the theory of students speaking difficulties in online class. The focus of the problem is related to 4 basic skills like grammar and vocabulary when the students have a speaking class they might have difficulties to share their ideas they are not confident to share their ideas because lack of grammar, or lack of

vocabulary. The other problem is related to listener factors such as when the students want to speak and share ideas they have difficulties to understand the manner of another speaker. And the common problems are they feel anxiety, afraid of making mistakes, not confident to be the center of attention.

1.4 The Question of Research

Based on the focus of the problem above, the question of the research is:

1. What are the factors and new factor causing students Speaking difficulties in online class through zoom meeting at the fourth-semester English language education of FKIP UIR?

1.5 The Objective of Research

1. The objective of this research is to know about the factors and if there any new factors causing students speaking difficulties in online class through zoom meeting at the fourth-semester students of English Language Education of FKIPUR

1.6 The Significance of the Research

By having this discussion, the researcher hopes the result of this study can provide benefit and make contributions as references for different studies. Some researcher expectations are:

1. For the students, the researcher hopes that these studies will be useful for students; to inform students the problem they usually faced in speaking ability and it could make college students greater lively in speaking skill.
2. For the lecturers, the researcher hopes this study is certainly considered one among many methods a way to lecture educate the students in the online class to inspire the students to enhance their speaking skill.
3. For the researcher, the researcher hopes for a greater understanding of students'

speaking difficulties in online learning through zoom meeting, and this study additionally might be enhanced the researcher's understanding of speaking itself.

1.7 The Definition of the Key Terms

The definition of the key terms of this research are described as follows:

1. Speaking is an activity to orally specific opinions, thoughts, information, and emotions to other people, animals, or even to oneself. Speaking skills is essentially a process of communicating, because it occurs messages from one source to another
2. Speaking Difficulties is commonly referred with the difficulties of the speaking itself. revealed that students. The difficulties it self usually found difficulties in speaking because of some factors, such as confidence, anxiety, afraid to making mistake, listener's support, students listening ability, and pressure to perform well and another one.
3. Online learning is the use of telecommunication technology to deliver all of the information with the progress of information and communication technology development, online learning refers to a digital service that allows to interact and hold teaching and learning activities over the internet.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 Speaking

There are many definitions of speaking stated by different experts, some of the definitions we have stated speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is an interactive procedure of construction that means includes producing and receiving and processing information Brown (2004). In talking, the students discover ways to prepare ideas, set up the sentences and specific language in spoken form with proper pronunciation and understandable language. They should also find out about the way to supply the meaning of the language based on the context they are talking about.

Speaking is an important device for communicating, thinking, and learning. Thorough speaking, the students analyze concepts, expand vocabulary and understand the structure of the English language that is an important issue of learning, and Speaking is the most essential talent because it is one of the capabilities this is had to carry out a conversation. Speaking is one of the maximum essential abilities to be advanced and improved as a method of powerful communication (Leong & Ahmadi 2017). Besides that, the students who improve their vocabulary more easily to communicate and express their opinions, ideas, feelings, and concepts in learning. So speaking can be explained as an important capability of social interactions. Speaking is an effective ability that includes systematic verbal utterances that perform a meaning (Nunan 2003). This

approach in speaking performs a crucial position in communication”, the skill is required by many repetitions, it is primarily neuromuscular and not an intellectual process. It contents of competence in sending and receiving message.

Based on the previous statements could be concluded that speaking is a skill that can provide many benefits between the social, because speaking is the way to communicate well, because communicating with others can enhance. Their understanding and experience. The students can be easier to express their ideas, opinions, content materials and organize them properly in proper statements. Also, use with an accurate language to have a great understanding and getting a meaning.

2.1.2 Aspects of Speaking

Speaking can be divided into two types based on the achievement, good speaking and bad speaking. Speaking can be said as good or bad based on the aspects of speaking. Harris (1974:75) says that aspects of speaking are:

1. *Pronunciation* is the way words are pronounced. One who learns English as a foreign language must be able to use English pronunciation as well as other skills in the language.
2. *Grammar* is a rule system in a language. Grammar is a system of units and patterns of language.
3. *Vocabulary* is the words used in a language. We cannot speak at all without vocabulary.
4. *Fluency* denotes the ability of understanding the speaker’s intention and general meaning good comprehension refers to good understanding. If someone’s language understanding is good, it will affect the speaking ability.

5. *Comprehension* is discussed by both of speaker and listener. It is because comprehension can make people get the information that they want.

2.1.3 The Important of Speaking

Speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener (Clark and Clark Nunan, 1991: 23) It is the result of the teaching-learning process. Students' skill in conversation is a core aspect in teaching speaking, it becomes a vital aspect in language teaching learning success if language function as a system for expression meaning, We confess that there are many proponent factors that influence teaching speaking success and there are many difficulties factors why it is not running well. The factor that is related to the students like they have lack vocabulary, difficult to get meaning or understand the conversations, and keep the interaction going. The capacity to speak English is very crucial in humans' lives (Srinivas, 2009). Language has social characteristics in which conversation seems to interact with different to expressing ideas and responding opinion. There are a few approaches to improve speaking for example by practicing English regularly with friends. The teacher has to have a program that makes the students feel interested in the class. A proper teacher has a concept to create exciting mastering media, the effective situation and deliver exclusive approaches in mastering English. Media are vital things in teaching and mastering speaking. Teaching speaking is one of the important parts in teaching language. Teaching speaking means teach people to be able to interact with the others verbally in the right way. We know that language naturally made as a means of communication. Speaking is The ability to speak fluently and presupposes not only knowledge of language Fractures but also the

ability (Harmer, 2007:284). Speaking relates with a message of the speaker's and the listener's thought then must be understood by the speaker and Listener. Speaking Difficulties is the problem that students felt while speaking and the problem is come from many factors. The Language needs interaction (speaking) in the process to fulfill the purpose not just a heap of grammar that students have in the school. Speaking can be understood and mastered if learners feel the situation as if they are in the real condition where the language they learned is used. In that case, researcher use role play as the technique in teaching speaking in order to give the learners sensation of the real experience of English environment.

2.1.4 The Speaking Difficulties

Speaking Difficulties is the problem that faced by human being while they are speaking. Speaking difficulties also can be defined as some factors causing trouble in achieving a Positive result. Therefore, Speaking skill is the important skill to acquire foreign or fourth language learning. This fourth presents some theories of speaking, the students problems in speaking English, and factors causing the students difficult in speaking English.

Speaking is the single most important aspect a learning of fourth language or foreign language, and success is measured in terms of the ability to carry out a conversation in the language” The students difficult in speaking English are caused by some factors. Tuan and Mai (2015) revealed that students usually found difficulties in speaking because of some factors, such as confidence, anxiety, afraid to making mistake, listener's support, students listening ability, and pressure to perform well. Rababa'h (2005) pointed out that there are many factors that cause difficulties in speaking English among EFL

learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. Ilyas, M., Eka Putri, M., & Nurani, I. (2021). Psychological Problems Encountered by EFL Students in Speaking Class at Universitas Islam Riau . *J-SHMIC : Journal of English for Academic*, 8(2), 140-152, Identified the students speaking problems such as; students could not speak English fluently and did not even want to speak at all during the speaking class due to lack of knowledge related to the topic being discussed, and some due to lack of vocabulary. These factors influencing them to speak English especially to speak English in front of class. Farah (2016) in “Speaking Problem causing it” argue that there is some factors of speaking problem such as the aspect of Speaking and another is come from environmental factors. According to syofianis Ismail (2021) in “Development of the Social-Media Assisted Listening 'Think-Pair-Share' Learning Model During a Pandemic” there are also many problems relating to online learning. First, not all students have digital devices that can support a smooth internet network. for some students, communicating online might be more daunting than for others. there is an overload of assignments for students, resulting in increased stress on students. Stress due to the COVID 19 pandemic and the many tasks that must be done. Third, not all teaching staff, teachers, and lecturers master digital devices. Fourth, the cost of online learning is quite high. The better the applications, the more expensive their price, while at the same time not all students’ parents can afford to buy adequate tools and applications. Thiis become a new factors in online learning. Fifth, not all

subjects and courses can be taught through online learning. They may not be used to extended communication online, they might be worried that they won't understand or be understood, they may get flustered with the technology if they're not used to it.

Based on the theory above the researcher conduct the indicators of this research in some factors such as confidency, pronunciation, Vovabulary, grammar, comprehension, fluency, enviromental factors, and network factors.

2.1.5 E-Learning and Online Learning.

The E-Learning and Online Learning always defined as the same meaning, in addition E-learning and Online Learning have different meaning and concept. Both of E-learning and Online learning use Technology that increasing the facilitator that can help to teach and learning process.

2.1.5.1 E-Learning

E-Learning can be defined as the use of teaching and Learning process with some Electronic set, such as LAN, WAN or Internet as the media to share the material of Learning process, interaction method and counseling. E-Learning is a broad set of applications and processes which include web-based learning, computer based learning, virtual and digital classrooms (Rusman, 2013). Much of this is delivered via the internet, intranets, audio, and videotape, satellite broadcast, interactive TV, and CD ROM. So E-learning is a type of teaching and learning process that allows to deliver teaching materials to the students by using internet or computer networks media. According to Diva, I., Etfita, F., & Wahyuni, S. (2022). In Students' Perceptions of Learning Platform: The Advantages and Disadvantages of Quipper School . *J-SHMIC : Journal of English*

for Academic, 9(1), 42-50. “The use of e-learning offers cost effective, easy to use, and increasing opportunities for lifelong learning which can be accessed anytime and anywhere”.

Based on the definition above e-Learning is a process and activity use for teaching and learning process using web, virtual and digital. E-Learning as the interactivity for well communication, can be synchronous such as chatting or messenger or others method related with e learning.

2.1.5.2 Online learning

Online learning is commonly referred as the intentional use of networked information and communications technology in teaching and learning. Online learning can be defined in this way too: the application of electronic systems such as the internet, computers, multimedia CDs which their aim is to reduce the number of expenses and goings and comings. Online learning is the science of learning without using paper printed instructional material (Goyal, 2012). Online Learning is the use of telecommunication technology to deliver information for education and training. With the progress of information and communication technology development, online learning is emerging as the paradigm of modern education. Online learning is emerging as the paradigm of modern education. The significant advantages of online learning include liberating interactions between learners and instructors, There are many problems relating to online learning. First, not all students have digital devices that can support a smooth internet network. As a result, they are unable to fully participate in online learning, especially those in remote areas (Syofianis Ismail, 2021). In this case the availability of support in internet connection is impact the difficulties of speaking

through zoom meeting. The students carried through to the online environment and they also typically more or fewer barriers in this era.

2.1.5.3 The Correlation between E-Learning and Online Learning

E-Learning has a different concept from Online learning, these two ways of learning are related to each other. In this case e-learning process delivered the material using a computer and LCD projector to run videos in the classroom, e-learning can be delivered With the video that is accessible to students, it can be concluded that e-learning can be used in the classroom and online classes.

The application of the concept in e-Learning and online learning itself uses synchronous and asynchronous methods in the delivering teaching and learning process. In the synchronous method, the teacher and students are in the same class at the same time although in different places. This can be demonstrated by using teleconferencing in learning. Rather the asynchronous method, teachers, and students are in the same class virtually and at different times and places. The system and content are available and online for 24 hours non-stop on the internet.

Synchronous Learning can be demonstrated by the use of live streaming using online media. Asynchronous learning is dealt with the website and the teacher can create a virtual class that provides a learning process even though the teacher is not available in an online condition. It can be concluded that e-learning is one of the teaching media which support the rapid growth of online learning. Furthermore, e-learning refers to the use of information and communication technology to facilitate access to online learning too.

2.2 Relevance Studies

2.2.1 Review of the Related Finding

There are some studies related to this research, this section discusses some previous research that has similarities. It can be seen from the variables, purpose, and result of the research. The first research was conducted by Farah (2016) with the title “Students Speaking Problem and Factors causing it”. The purpose is to find the difficulties that are mostly faced by students in Speaking English. This research was conducted among the fourth-semester students of the English Department of Teaching and Education Sciences of Swadaya Gunung Jati University of Cirebon in the academic year 2014/2015. The finding of this research indicated that the majority of students (43%) highly agreed on the fact that confidence is the biggest cause of their problems in speaking English, 29 % of the students were worried about making grammatical errors, 21% of the students were fearful of criticism or losing face in front of the audiences or were worried about audiences’ attention, respect, or appreciation, and 7% of the students were agreed about the difficulties.

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Then, Second research was conducted by Ilyas, M., & Putri, M. E. (2020). In YouTube Channel: An Alternative Social Media to Enhance EFL Students' Speaking Skill. In this case, some students in English language study program of Universitas Islam Riau lack of interest and motivation in learning English. In learning a language skill, especially speaking, students usually find some difficulties when they are studying about grammar and vocabulary, and lack of confidence. Teaching speaking is considered to become the most difficult lesson. The students need the mastery of pronunciation, structure, discourse, and the social context of cultural competence. Besides, speaking is difficult, more effort is required on the part of the students and teachers. It is not enough for the students to listen only. The speaking ability of students in English department of UIR is still low, although the English teaching has been emphasized on speaking ability.

The Finding of this research the researcher found the students in the class that treated by using YouTube channel were more motivated. The

researcher found the students were more care to participate in class and interacted with their classmates. They were confident to speak without worrying their limitation. Moreover, students were actively interacted with the lecturer and researcher during class. Furthermore, during the post-test, they were brave to speak in answering the question although they still had mistake but, it is less than in pre-test. It means the use of YouTube channel were effective to motivate students to be more active in the class.

The third research was conducted by Syofianis Ismail (2021) with title Development of the social-media Assisted Listening Think-Phair-Share Learning Model During a Pandemic in this journal the overload assignments have resulted in very boring and monotonous online learning. *Such as* when the light off the connection will be not stable and disturb the zoom meeting process, another factor like the cost of online learning is quite high, the more expensive of the price, while at the same time not all students' parents can afford to buy adequate tools and applications. Network factors then become a significant obstacle in online learning, not all subjects and courses can be taught through online learning. Only certain subjects or courses can be delivered online. These expressions are missing in online learning The result of this study found that Smart PLS model is considered effective, valid, and practice and that it can be used to improve four Listening skills: 1) determine vocabulary meaning from context; 2) identifying the main idea with supporting details; 3) Listening for a specific purpose and 4) recognizing specific grammatical structures within a setting for students. The development of this Smart PLS learning model has a novelty value that can adjust

to the learning conditions during this pandemic, that is the adaptation of habits in "Thinking", "Pairing" and "Sharing" which are the benchmarks for Smart PLS

learning to understand listening better. The advantage of this learning technique is that it can provide opportunities for students to be able to develop themselves according to their potential, think critically and creatively so that independent learning is realized with more fun and not boring.

Meanwhile, another research also has been conducted by

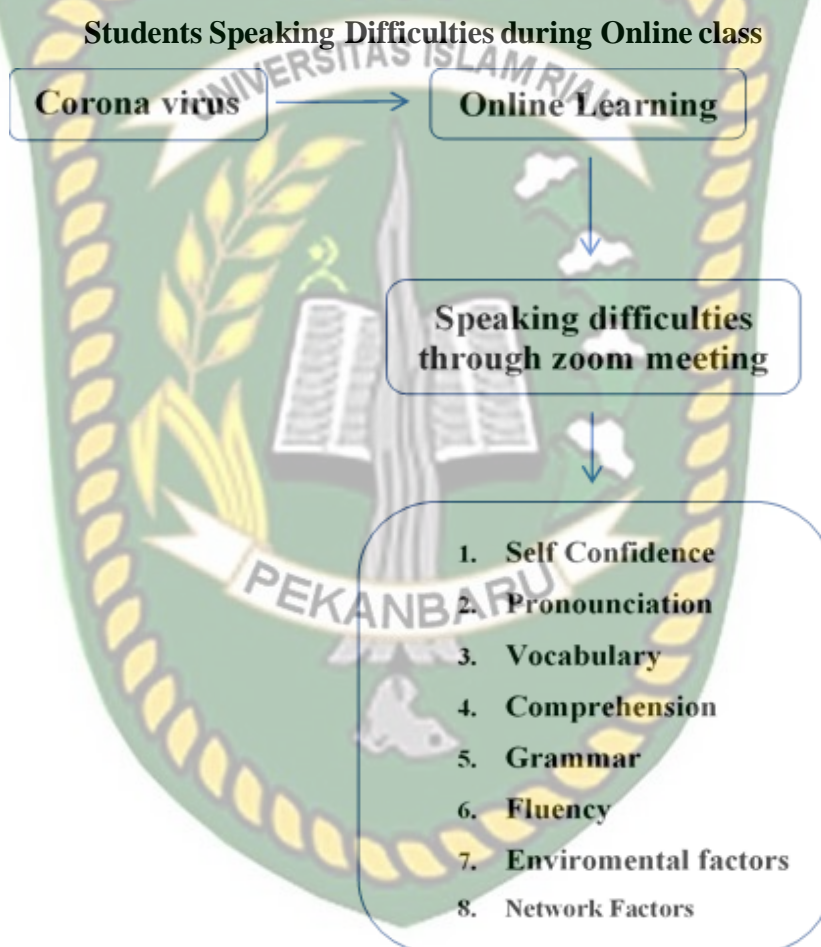
2.4 Conceptual Framework

The theoretical framework of research is a structure that can support the theory developed during the research. The theoretical framework provides an introduction and explanation of the theory that explains why the research problem under study exists.

The Covid-19 almost of area public especially school initially implemented online learning to meet the need of the students. Teaching and learning process deal by platform system, we call online class the tools deal for managing a learning process. Most of these school students were already familiar and use Zoom Meeting to change pshycall learning. But there are definitely pros and cons such as this case impact students speaking skills, the students speaking difficulties during online class is one of the problem that's students face during this online class because this reason, researcher want to discuss about Difficulties faced by students in Speaking skill when using Zoom Meeting instead of traditional learning resources and the researchers conducted the research with 8 indicators that already modified from farah (2016) and Syofianis Ismail (2021), from each indicators the researchers found the most common thing that impact

students speaking difficulties through zoom meeting during online class.

2.4.1 Conceptual Framework



2.5 Assumption

Based on the problem in the research online learning in the fourth semester, the researcher assumed that there are some difficulties in students' speaking difficulties the students have geammatical errors and less in mastering vovabulary, and the researchers also find the new factors that impact the students speaking difficulties during online class that is network factors during online

classes through zoom meetings in the fourth semester of English language Education at FKIP UIR.



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CHAPTER III RESEARCH METHODOLOGY

3.1 Research Design

Sukmadinata (2016:60) stated that qualitative research is to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of individuals individually or in groups. Several descriptions are used to find the principles and explanations that lead to the conclusion. Qualitative research is inductive, researchers allow problems to arise from data or leave them open to interpretation.

Research design is a plan on how to collect and process data so that it can be implemented to achieve the research objectives. Many types of research designs could be implemented in conducting a study. The research design used in this research is descriptive design with qualitative research.

Descriptive design is research simple, compared with other studies, because in this study the researchers did not do anything to the object or area being studied. Descriptive research is also conducted to give a detailed image about the phenomenon. Descriptive research answers the questions, of what, who, when, where and how much. As Gall & Borg (2007) in Nassaji (2015:129) mentioned observation and survey tools are often used to gather data.

Qualitative research is research that discusses the objectives through techniques that enable researchers to provide detailed interpretations of market phenomena without depending on numerical measurements. The process of research involves emerging questions and procedures. Creswell (2008) stated that several qualitative studies require exploration of an issue and provide specific data

on a phenomenon.

Based on the definition and description above the researcher conducted descriptive research to know what are the factors that mostly come in Speaking

English class during online class in the fourth semester of the English Department of UIR.

3.2 Source of the Data

The research was conducted at Universitas Islam Riau. The research started from March 2021 until July 2022.

1. Research Time

Table 1. Time of the Research

Activity	Time of the Research
Figure out the references related to the research	21 March – 20 October
Find out the series of questionnaire	20 October – 30 December
Asked agreement from students and made schedule	30 December – 30 January
Distributed the questionnaire and interview	1 February – 15 March
Collected the data	16 March – 30 April
Analysed the data	1 May – 10 July

2. Research Site

This research was conducted online because the Covid-19 pandemic did not allow researchers to go directly into the field and the subject of this study was fourth- semester students of the English Language Education Study Program of Universitas Islam Riau Academic year 2021/2022.

3. Research Source

In this study, the researcher conducted qualitative research that come from many as follows:

- Primary data is original and unique data, which is directly collected by the researcher from a source such as surveys, observations, experiments, questionnaires, personal interviews, etc. The researcher used questionnaire and interview results from the fourth-semester students of English Language Education of FKIP UIR as primary data for this research.
- Secondary data means data collected by someone else earlier. Secondary data are the data collected by a party not related to the research study but collected these data for some other purpose and at a different time in the past. If the researcher uses the data then these become secondary data for the current user. Secondary data are government publications, websites, books, journal articles, etc. Documentation such as a book, journal, etc. that related to the study as secondary data.

3.2.1 Population

The population is the whole of students from which we studied. According to Ary (2010) population is defined as all members of any well-defined class of people, events, or objects. The population of this research was the Fourth Semester Students of the English Education Department of Universitas Islam Riau Academic Year 2021/2022. The total number of populations was 63 students which consist of two classes.

3.2.2 Sample

The sample is part of the population that researchers choose to deal with the population itself. Sample means representative of the population (Arikunto, 2002: 109). The sample of this research used for the study was random sampling. Also, Arikunto states the number of respondents is less than 100, and all samples are taken so that the research is population research. Sampling is a crucial tool for studies research because the population of interest generally includes too many people for any study's assignment to consist of as participants. A proper sample is a statistical representation of the population of interest and is massive enough to answer the research question. Whereas if the number of respondents is more than 100, then sampling is 10% -15% or 20% -25% or more (Arikunto, 2002: 112).

The sample of this research was selected by using the purposive sampling technique. The fourth-semester students of the 2021/2022 year of the English Education Department, A class that consists of 33 students were subjects of this research. The sample selected is the students that are active in the online class and the students who lack speak. According to Gay (2000), if the population is homogenous sufficient and the population is less than a hundred persons, the sample taken is 50%, however, if the population is more than a hundred persons, the sample taken is most effective 15% of them. Since the number of the population in this study is less than a hundred, the researcher took 50% of the sample. Therefore, the researcher took 38 college students because the sample proportionally.

Table 2. The Sample of Research

No	Name of Class	Number of Students	Number of Sample 50% from population
1	A Class	33 Students	50 %
2	B Class	30 Students	50 %
Total		63 Students	100 %

3.3 Instrument of the Research

The instruments used in this research a questionnaire and an interview guide. The questionnaire was adaptation and modification from study of farah (2016) www.e-journal.unswagati-crb.ac.id Some modifications were made to the research circumstance.

Table 3. Instrument of Speaking Difficulties

Variable	Indicators	Item
Speaking Difficulties	Self Confidence	1,2,3
	Pronunciation	4,5
	Vocabulary	6,7
	Comprehension	8,9
	Grammar	10,11,12
	Fluency	13,14
	Environmental factors	15,16,17
	Network factors	18,19,20

Adapted from Farah (2016) and Syofianis Ismail (2021)

3.4 Data Collection Technique

In collecting data, the researcher used a questionnaire for the main data and an interview for the additional data. The questionnaire was used to find out the problem that faced students. To get the data, the researcher joined the WhatsApp group of A-class and B class. Then, the researcher informed instructions on how to answer the questionnaire and gave them the link to the google form.

The questionnaire was distributed to know the students' difficulties. It is used with a google form. The researcher collected the data from a questionnaire in the google form. So, the students answered the questionnaire and submitted it on a google form.

For the Interview, the researcher provide with zoom meeting and ask the question through zoom meeting and the students must answer based on the experience that they face while Speaking through the zoom meeting during an online class.

3.5 Data Analysis Technique

The data were analyzed by using descriptive and qualitative research. To find out the result of the questionnaire. The writer used questionnaires to the data for students. The questionnaire was prepared by the author. Creswell (2012), Stated that there are scoring data that the researcher assigns a numeric score (value) to each category for each question on the instrument used to collect data. The data will be analyzed use descriptive research, the researcher see the results of their Speaking ability.

Table 4.Interval of the percentage

No.	Category	Score
1	Strongly Agree	5
2	Agree	4
3	Neutral	3
4	Disagree	2
5	Strongly Disagree	1

Adapted from Adam (2008)

Further, this analysis is to classify the result of categorization such as strongly agree, agree, etc. of the students' responses regarding the questionnaire of students' motivation. To get the assessment of the presentation, the researcher

would use a formula.

The percentage used a formula adapted from Sugiyono (2012): Formulas: $T \times P_n$

T = Total number of respondents who voted
P_n = Likert score selection

Interpretation of calculation scores

To get the results of the interpretation, first, the highest score (Y) and the lowest score (X) must be known for the assessment items with the following formula:

Y = highest Likert score
X = lowest Likert score
Number of respondents

Before completing it, we also have to know the interval (distance range) and interpretation of percent to find out the assessment by the interval method score percent.

Second, the recorded interview results transcribed using an online transcript program <https://transcribe.wreally.com/> then utilize the Word Cloud Generator www.wordclouds.com to determine the frequency of words that often appear in the interviews that have been done. The results analyzed and described by the researcher in tables, Word Cloud Generator, and descriptive explanations. The last, the researcher described conclusions based on the analysis result.

CHAPTER IV

RESEARCH FINDING

4.1 Data Description

This research was conducted by using Descriptive Qualitative research. The researcher presented the result of the data based on the formula that had been told before. The result of the data is presented clearly with the procedure of conducted data in the fourth Semester at English Language Education of FKIP Universitas Islam Riau. The researcher took 35 students to be a sampling of this research. The researcher explained the result to find out the difficulties faced by students speaking ability during online classes through zoom meetings.

To conduct the data researcher conducted one instrument the test questionnaire and interview. The test Questionnaire. The questionnaire used 20 questions to describe students speaking difficulties with 5 options from each question that related to the difficulties that students faced during online class while learning used zoom meeting as the media and students must answer the questions based on their own experience in speaking during online class through zoom meeting. For the test interview, the Researcher will take a face-to-face interview using a zoom meeting, this interview is to avoid the data by looking into students' own experiences while Speaking in an online class through zoom meeting.

4.2 Data Analysis

4.2.1 Questionnaire

To know the students speaking difficulties during online classes through zoom meeting, The questionnaires were used to identify the difficulty faced by the

student while speaking during online classes such as asking, answering, and sharing



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questions. The problems in parts of lack of self-confidence, pronunciation, vocabulary, grammatical and accuracy, comprehension, fluency, environmental factors, and network factors.

A. Self-Confidence

The first indicator is students' self-confidence in speaking during online class through zoom meeting. the charts below show the result from the questionnaires which aim to find out the self-confidence problems in speaking ability during online classes through zoom meetings faced by the students of the fourth-semester academic year 2021/2022 at English Language Education of UIR.

I worried about delivering the wrong explanation during online class through zoom meeting.

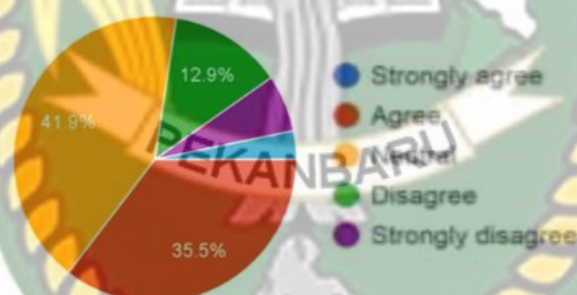


Figure 1. The Percentage result of statement

From statement 1, the researcher found that there were 4% (2 students) chose "Strongly Agree", then 12 students 35.5% chose "Agree". For "Neutral" there were 41.9% (15 students) chose that option, for the option "Disagree" there were 12.9% (4 students) of them and then there were 6.2% (2 students) chose "Strongly Disagree". It means that 39.5% (14 students) of them are worried about delivering the wrong explanation while speaking in an online class through zoom meetings.

1. Less Confidence when I want to speak, asking or answering questions during the online class through zoom meeting.

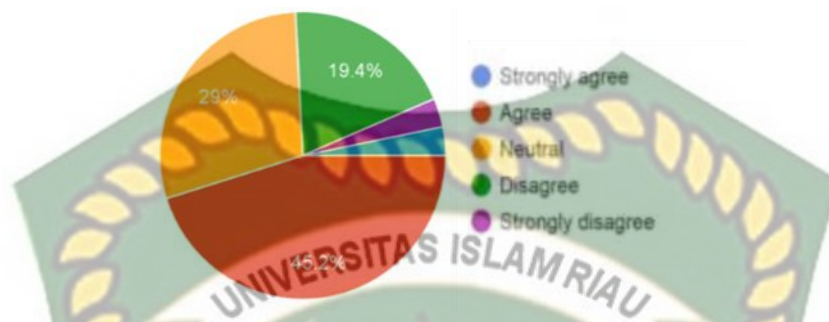


Figure 2. The Percentage result of statement

As a result of this statement, the researcher found that there was 3.7% (only a student) chose "Strongly Agree", then 45.2% (16 students) chose "Agree", for the option "Disagree" there 29% (10 students) of them choose that option and then there were 19.4% (7 students) choose the "Disagree" option. Last, only a student or 3% chose "Strongly Disagree". It means that 48.9% of them are less of confidence when they want to speak English in online classes via zoom meeting.

1. I feel nervous when the lecture asks you to speak and share the idea via online class through zoom meeting.

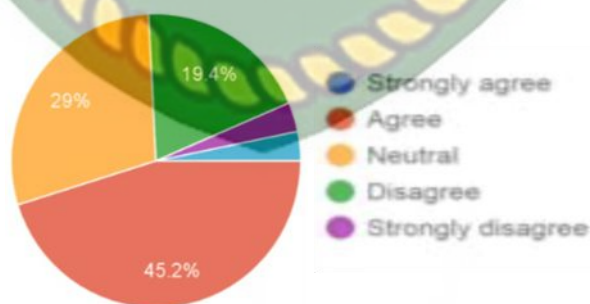


Figure 3. The Percentage result of statement

From this statement, the researcher found that there was 3.4% (only a student) chose "Strongly Agree", then 45.2% (16 students) chose "Agree". For "Neutral" there were 29% (10 Students) chose that option, for the option

“Disagree” there were 19,4% (7 Students) of them and then there was only a student or 3.3% chose “Strongly Disagree”. It means that 48.6% (17 students) of them feel nervous when they want to speak English like sharing their idea or answering other questions.

B. Pronunciation

The fourth indicator is about students' Pronunciation in speaking during online classes through zoom meetings. the charts below show the result from the questionnaires which aim to find out the student's Difficulties in speaking ability during online classes through zoom meetings faced by the students of the fourth-semester academic year 2021/2022 at English Language Education of UIR.

1) I difficult to recognize the words that I know because the way of pronounced is difficult.

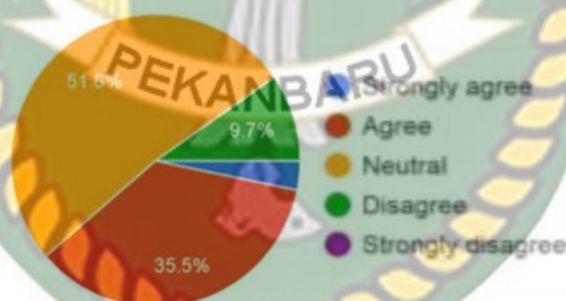


Figure 4. The Percentage result of statement

From this statement, the researcher found that there was 3.2% (only a student) chose “Strongly Agree”, then 35.5% (13 students) chose “Agree”. For “Neutral” there were 51.6% of (18 students) chose that option, for the option “Disagree” there were 9.7% (3 Students) them and then there were no students or 0% chose “Strongly Disagree”. It means that 38.7 % (14 Students) of them are

difficult to recognize the words they know because the way of pronounce are difficult.

- 2) There are some words that I would normally understand in writing, but when I heard lectures in a stream of speech, I was difficult to understand.

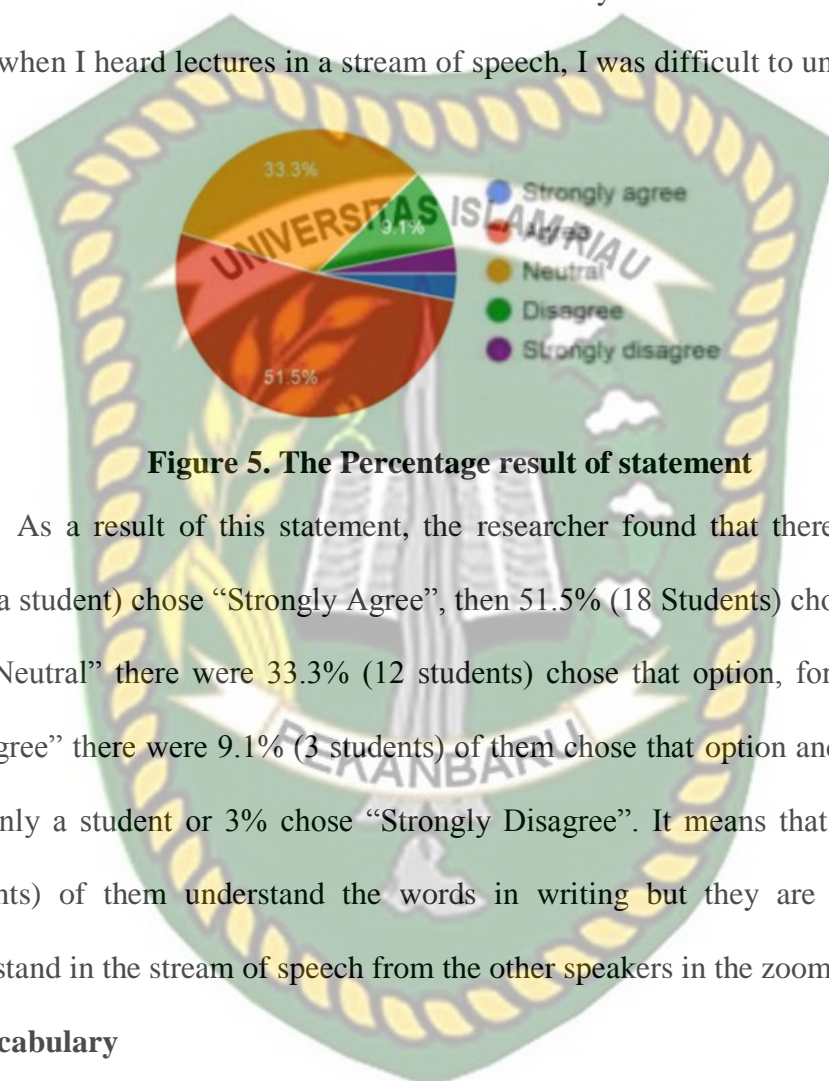


Figure 5. The Percentage result of statement

As a result of this statement, the researcher found that there was 3.1% (only a student) chose “Strongly Agree”, then 51.5% (18 Students) chose “Agree”. For “Neutral” there were 33.3% (12 students) chose that option, for the option “Disagree” there were 9.1% (3 students) of them chose that option and then there was only a student or 3% chose “Strongly Disagree”. It means that 54.6% (19 Students) of them understand the words in writing but they are difficult to understand in the stream of speech from the other speakers in the zoom meeting.

C. Vocabulary

The Third indicator is about students' Vocabulary in speaking during online classes through zoom meetings. the charts below show the result from the questionnaires which aim to find out the student's difficulties in speaking ability during online classes through zoom meetings faced by the students of the fourth-semester academic year 2021/2022 at English Language Education of FKIP UIR.

1. I difficult to answer or ask questions because lack of vocabulary during

online classes through zoom meetings.

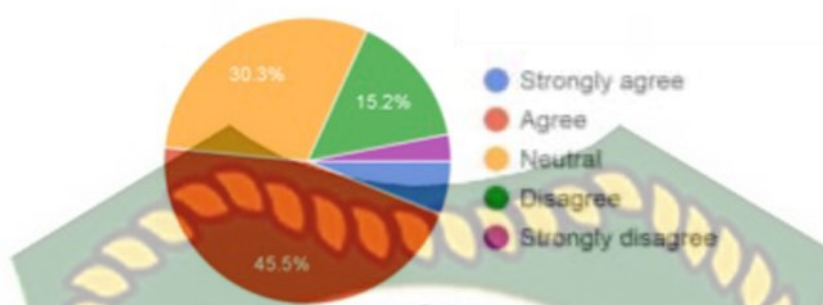


Figure 6. The Percentage result of statement

As a result of this statement, the researcher found that there were 5.2% (2 Students) chose “Strongly Agree”, then 45.5% (16 Students) chose “Agree”. For “Neutral” there were 30.3% (11 students) chose that option, for the option “Disagree” there were 15.2% (6 Students) of them and then was only a student or 4% chose “Strongly Disagree”. It means that 50.7% (18 students) of them are difficult to answer or ask questions because they lack vocabulary itself.

2) Sometimes I mixed between Indonesia and English while Speaking during online classes through zoom meetings because limited of vocabulary.

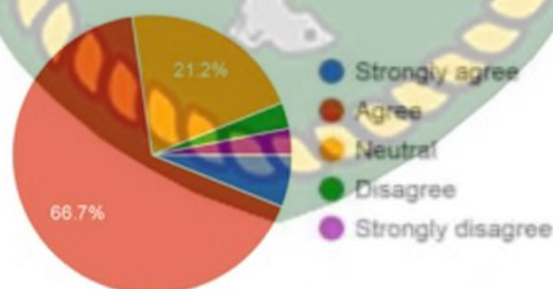


Figure 7. The Percentage result of statement

The result from this statment, the researcher found that there was only a student or 3% chose “Strongly Agree”, then 66.7% (23 Students) chose “Agree”. For “Neutral” there were 21.2% (8 students) chose that option, for the option “Disagree” there was only a student chose 3% and then 6.1% (2 Students) chose

“Strongly Disagree”. It means that 69.7% of them are mixed the Indonesia and English language while speaking during online class.

D. Grammar And Accuracy

The Fourth indicator is about students' Grammar and the student accuracy in speaking during online classes through zoom meetings. the charts below show the result from the questionnaires which aim to find out the student's difficulties in speaking ability during online classes through zoom meetings faced by the students of the fourth-semester academic year 2021/2022 at English Language Education of FKIP UIR.

2) Grammatical errors during online class through zoom meeting.

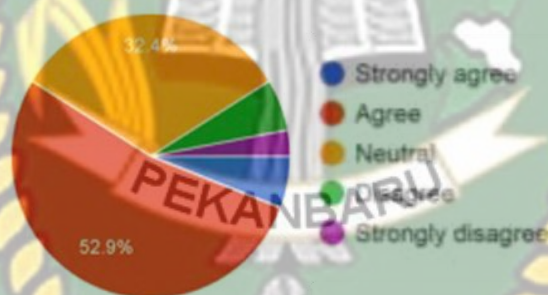


Figure 8. The Percentage result of statement

The result from this statment, the researcher found that there was only a student or 3% chose “Strongly Agree”, then 52.9% (19 students) chose “Agree”. For “Neutral” there were 32.4% (12 Students) chose that option, for the option “Disagree” there were 6.7% (2 Students) of them and then there was only a student or 5% chose “Strongly Disagree”. It means that 55.9% of them are errors in they grammars during online class through zoom meeting.

2) Less of understand the Grammar during online class through zoom meeting.

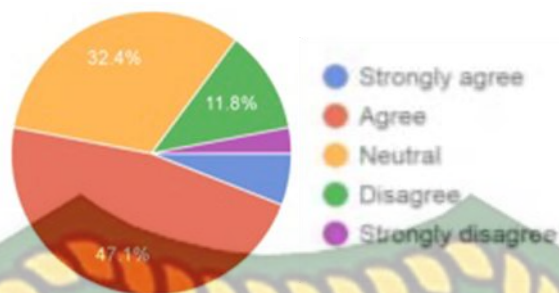


Figure 9. The Percentage result of statement

The result from this statement, the researcher found that there were 2 students or 5.7% chose “Strongly Agree”, then 47.1% (17 Students) chose “Agree”. For “Neutral” there were 32.4% (11 students) chose that option, for the option “Disagree” there were 11.8%(4 Students) of them and then there was only a student or 3% chose “Strongly Disagree”. It means that 52.8% of them less in understanding the grammar during online class through zoom meeting.

3) inaccurate grammar placement while speak during online class through zoom meeting.

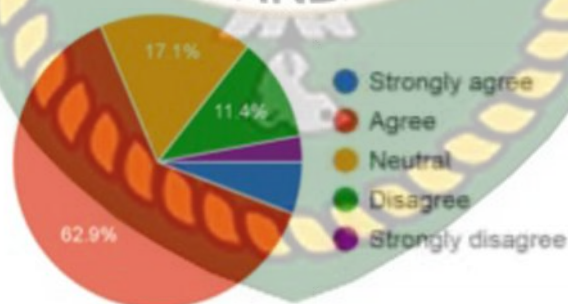


Figure 10. The Percentage result of statement

The result from this statment, the researcher found that there were 5.6% (2 Students) chose “Strongly Agree”, then 62.9% (22 Students) chose “Agree”. For “Neutral” there were 17.1% (6 students) chose that option, for the option “Disagree” there were 11.4% (4 Students) of them and then there was only a student or 3% chose “Strongly Disagree”. It means that 68.5% of them are

inaccurate grammar placement while speak during online class through zoom meeting.

E. Comprehension

The fifth indicator is about students Comprehension in speaking during online class through zoom meeting. the charts below show the result from the questionnaires which aim to find out the students difficulties in speaking ability during online class through zoom meeting that faced by the students of the fourth semester academic year 2021/2022 at English Language Education of FKIP UIR.

- 4) I didn't understand about my own Explanation while speaking during online class through zoom meeting.

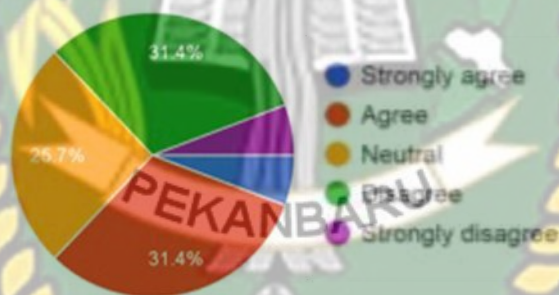


Figure 11. The Percentage result of statement

The result from this statment, the researcher found that there were 6.5% (2 Students) chose "Strongly Agree", then 31.4% (11 Students) chose "Agree". For "Neutral" there were 25.7% (9 Students) chose that option, for the option "Disagree" there were 31.4% (11 Students) of them and then there were 5% (2 Students) chose "Strongly Disagree". It means that 36.9% of them are didn't understand about their explanation while speaking during online class through zoom meeting.

- 5) I Can't understand well when lecture give the explanation through zoom

meeting.

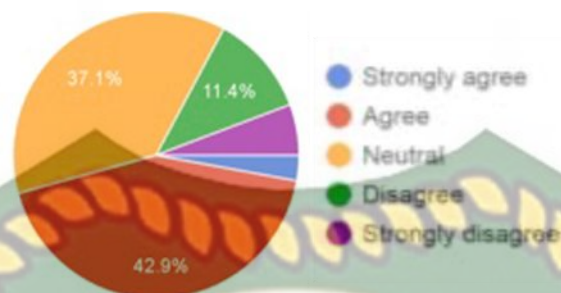


Figure 12. The Percentage result of statement

The result from this statement, the researcher found that there was only a student or 3% chose “Strongly Agree”, then 42.9% (15 Students) chose “Agree”. For “Neutral” there were 37.1% (13 students) chose that option, for the option “Disagree” there were 11.4% (4 Students) of them and then there were 5.6% (2 Students) chose “Strongly Disagree”. It means that 45.9% of them are can’t understand well when lecture give the explanation through zoom meeting during online class.

F. Fluency

The sixth indicator is about students Fluency in speaking during online class through zoom meeting. the charts below show the result from the questionnaires which aim to find out the students difficulties in speaking ability during online class through zoom meeting that faced by the students of the fourth semester academic year 2021/2022 at English Language Education of FKIP UIR.

- 6) I less in fluency the english language itself when Speaking through zoom meeting in online class.

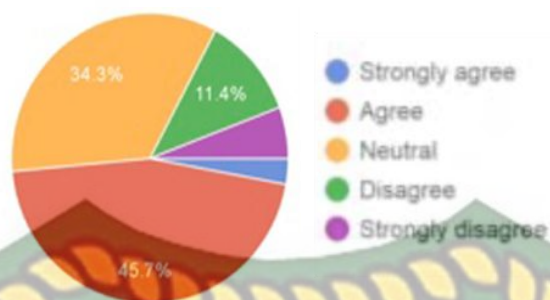


Figure 13. The Percentage result of statement

From the statement, the researcher found that there was only a student or 3% chose “Strongly Agree”, then 45.7% (16 Students) chose “Agree”. For “Neutral” there were 34.3% (12 Students) chose that option, for the option “Disagree” there were 11.4% (4 Students) of them and then there were 5.6% (2 Students) chose “Strongly Disagree”. It means that 48.7% of them less in fluency the English language itself.

- 7) I often use the word “aaa” or “uumm” when speak in english through zoom meeting in online class.

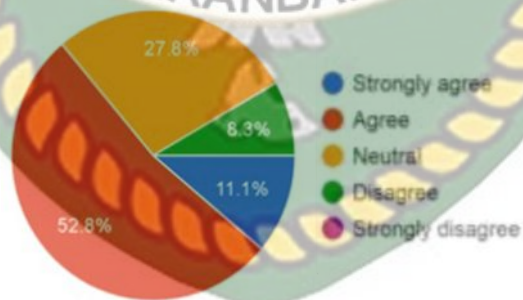


Figure 14. The Percentage result of statement

The result from this statment, the researcher found that there were 11.1% (4 Students) chose “Strongly Agree”, then 52.8% (18 Students) chose “Agree”. For “Neutral” there were 27.8% (10 Students) chose that option, for the option “Disagree” there were 8.3% (3 Students) of them and then there was only a student or 0% chose “Strongly Disagree”. It means that 55.3% of them use the

word “aaaa” or “uummm” when speak English through zoom meeting during online class.

G. Environmental Factors

The seventh indicator is about environmental factors in speaking during online class through zoom meeting. the charts below show the result from the questionnaires which aim to find out the students difficulties in speaking ability during online class through zoom meeting that faced by the students of the fourth semester academic year 2021/2022 at English Language Education of FKIP UIR.

- 8) Having difficulties in finding a partner outside class to practice speaking during online class through zoom meeting.

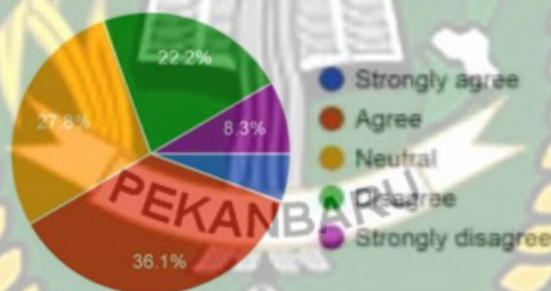


Figure 15. The Percentage result of statement

The result from this statment, the researcher found that there were 5.6% (2 Students) chose “Strongly Agree”, then 36.1% (13 Students) chose “Agree”. For “Neutral” there were 27.8% (10 Students) chose that option, for the option “Disagree” there were 22.2% (7 Students) of them and then there were 8.3% (3 Students) chose “Strongly Disagree”. It means that 41.7% of them difficult in finding a partner outside the class to practice speaking

- 9) Less of attention, respect, and appreciation from colleagues during online class through zoom meeting.

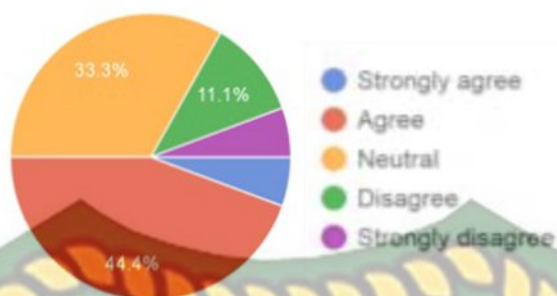


Figure 16. The Percentage result of statement

The result from this statement, the researcher found that there were 6.2% (2 Students) chose “Strongly Agree”, then 44.4% (15 Students) chose “Agree”. For “Neutral” there were 33.3% (12 Students) students chose that option, for the option “Disagree” there were 11.1% (4 Students) of them and then there were 5% (2 Students) chose “Strongly Disagree”. It means that 50.6% of them faced less in attention, respect and appreciation from colleagues during online class through zoom meeting.

10) The environment surrounding me is didn't support me to practicing my speaking skill.

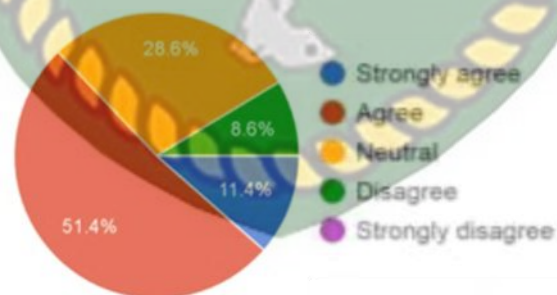


Figure 17. The Percentage result of statement

The result from this statement, the researcher found that there is no students or 0% chose “Strongly Agree”, then 51.4% (18 Students) chose “Agree”. For “Neutral” there were 28.6% (10 Students) chose that option, for the option “Disagree” there were 8.6% (3 Students) of them and then there were 11.4% (4

Students) chose “Strongly Disagree”. It means that 51.4% of the environment surrounding them are didn’t support in practicing speaking english well.

H. Network Factors

The eighth indicator is about the network factors in the online class while using zoom meeting. the charts below show the result from the questionnaires which aim to find out the students difficulties in speaking ability during online class through zoom meeting that faced by the students of the fourth semester academic year 2021/2022 at English Language Education of FKIP UIR.

11) Small internet quota coverage and Difficult to fine the signal.

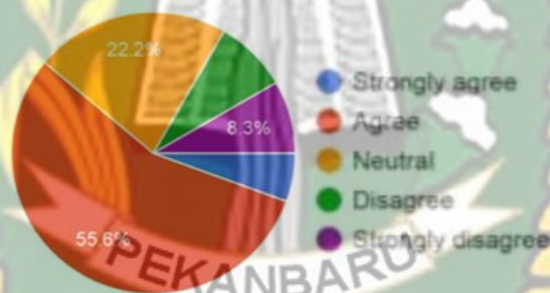


Figure 18. The Percentage result of statement

The result from this statment, the researcher found that there 5% (2 Students) chose “Strongly Agree”, then 55.6% (20 Students) chose “Agree”. For “Neutral” there were 22.2% (8 Students) chose that option, for the option “Disagree” there were 6.4% (2 Students) of them and then there were 8.3% (3 Students) chose “Strongly Disagree”. It means that 60.6% of them faced that they are difficult to fine the good signal.

12) The Internet Quota is expensive for me.

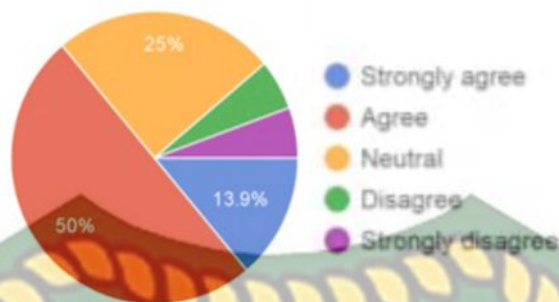


Figure 19. The Percentage result of statement

The result from this statement, the researcher found that there were 11.1% (4 Students) chose “Strongly Agree”, then 58.3% (21 Students) chose “Agree”. For “Neutral” there were 22.2% (7 Students) chose that option, for the option “Disagree” there was 3% (only a student) of them and 5.4% (2 Students) chose “Strongly Disagree”. It means that 69.4% of them faced that internet quota is quite expensive for them.

13) Didn't get the free quota from the government.

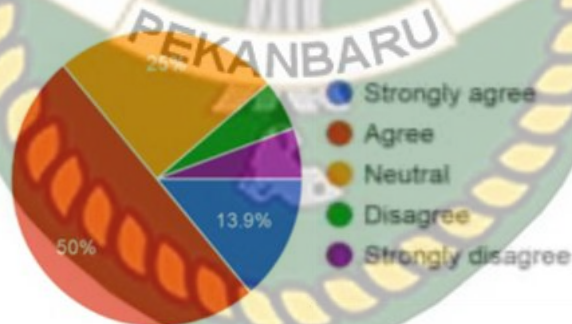


Figure 20. The Percentage result of statement

The result from this statement, the researcher found that there were 13.9% (5 Students) chose “Strongly Agree”, then 50% (17 Students) chose “Agree”. For “Neutral” there were 25% (9 Students) chose that option, for the option “Disagree” there were 5% (2 Students) of them and then there were 5.1% (2 Students) chose “Strongly Disagree”. It means that 63.9% of them didn't get the free quota from the government during online class.

Based on the result of the interviews the researchers have converted into transcripts, then the results of the interviews will be analyzed using the Ms.Excel and SPSS application, it can be concluded students' Speaking Difficulties through zoom meetings during online class

The Difficulties of Speaking from the fourth-semester academic year 2021/2022. There 55,9% of students faced grammatical errors and 38,7 % of students less in pronunciation and 50,7 % of students have lack vocabulary that making their speaking not fluent when they want to speak during online classes through zoom meetings, and the common thing is 69,4 % of students faced the network factors is being a common problem during the online class through zoom meeting.



Figure 21. Result of Students Speaking Difficulties

4.2.2 Analysis of student interview

The purpose of this section is to find out the impact felt by the fifth semester of English language education at Universitas Islam Riau directly from their point of view. In this section, the researcher will describe the results of interviewing 5 students who are willing to be interviewed using Zoom. Each student will be asked 20 questions for 8 indicators. The interview will be

converted into text using the help of an Online Transcript. Answers from the interview will be entered in tabular form. Later the student's answers will be analyzed using the Word Cloud Generator.

The following are the results of interviews that researchers have summarized from respondents :

Self Confidence

Q1: Did you worry about making mistakes while speaking during online class through zoom meeting ?

Q2: Did you fearful of criticism while speaking in an online class through zoom meeting?

Q3: Did you Lack Confidence when you want to speak, ask or answer questions during the online class through zoom meeting

Table 5. Self Confidence

<i>Interviewers</i>	<i>Speech</i>
<i>ARS</i>	<p><i>A1: Yes, i did. Cause when in zoom meeting we faced Some Problem such as the Connection in not stable that's make us quite Difficult to speak clearly</i></p> <p><i>A2: No, I didn't feel fearful of criticism in zoom meeting class especially when I speak</i></p> <p><i>A3: actually l'm so confidence in speaking class cause I like to speak a lot and that makes me practice a lot</i></p>
<i>MRF</i>	<p><i>A1: Yes, i did. Cause when in zoom meeting we got Some Problem such as not get ready enough in answering question</i></p> <p><i>A2: Yes, i a little bit feel fearful in the term of conditions in zoom meeting class especially in termof speak</i></p> <p><i>A3: Yes, I have no confidence to speak especially</i></p> <p><i>English Language</i></p>
<i>DRA</i>	<p><i>A1: No, cause I always put the topic and material in my note and write down what information to prepare the question from the lecture</i></p> <p><i>A2: No, because I just speak what I want to speak, and I'm just still learning so is ok for me if I got</i></p>

some criticism

A3: No, because I like to speak and share what I'm thinking about it such makes me learn about how to improve my skills

A1: Yes, i worried to give the wrong explanation cause its mean i didn't take the meaning clearly

A2: Actually No, because criticism Is one of the points to make me Learn

A3: No, Speaking Is one of my hobbies because that can increase my Speaking

AR

A1: Yes, if i got the explanation that i dont understand before and the limitted time, i Difficult to understand the material and also Difficult to share the information that i got from lecture or my friends

A2: In Some cases of course I am fearful bout that but if we can take the benefit it can motivate us

A3: No, because during this online meeting I Didn't see my friends physically so it doesn't matter to me

To Interpret the data, regarding students' speaking difficulties during online class can be seen in figure 4.2.1.1. The Difficulties they felt when speaking during online class can be seen from the result of interviews conducted by student [speak], [meeting], [zoom], [difficult], [fearful], [criticisms], [lecture], [explanation]. From the frequency of words approved that the students felt fearful of criticism to speak through zoom meetings during online class and more flexible on the pros and cons of online learning. The frequency of the word cloud generator can be seen in appendix 1.

Comprehension

Q1: Difficult to understand my Explanation while speaking during online class through zoom meeting?

Q2 : Difficult to understand well when the lecture explains online class through zoom meeting?

Table 8. Comprehension

<i>Interviewers</i>	<i>Speech</i>
DRA	<i>A1: In some parts, I ever faced that but after that, I will write down what I want to speak before I speak A2: Yes but that's normal because we are in the online situation so the connection is unstable and the lecture will repeat</i>
SA	<i>A1: In Some cases, if I didn't Focus on the material I faced Difficult recognizing my explanation A2: Yes, almost all of the material I Will ask the lecturer to repost the explanation cause Difficult to me understand during this online class</i>
AR	<i>A1: yes, in some conditions A2: Yes because the situation is an online meeting it Will have misunderstanding sometimes</i>
ARS	<i>A1: No, when I want to speak or ask about my explanation I just write it down on my note, so that makes me easy to understand A2: Yes, sometimes</i>
MRF	<i>A1: Sometimes I difficult if the lecture gives commonly question A2: Yes, but I will ask my friend to make clear the information</i>

To interpret the qualitative data, regarding students' perception between face to face and online learning can be seen in figure 4.2.4 4.. Students Speaking Difficulties are certainly expected to help the online learning process of student. It can be seen from the result of interviews conducted by student [ask], [explanation], [online], [speak], [understand], [write]. From the frequency of word approved that the students speaking difficulties mostly write in their note to make a clear comprehension. The frequency of word cloud generator can be seen in

appendix 1.



Figure 25. Comprehension

Grammar and Accuracy

Q1: Did you face Grammatical errors when you want to speak English through zoom meetings during online class?

Q2: Did you Less in understanding the grammar when the lecture explains online class through zoom meeting?

Q3: Did you face Inaccurate grammar placement you use while speaking English during online class through zoom meeting?

Table 9. Grammar and Accuracy

Interviewers	Speech
ARS	<p>A1: Yes, Some times I faced that too, but I keep speaking to make clear my speech</p> <p>A2: When the lecturer gives an explanation I keep attention and if I don't understand I just asking for the clear information</p> <p>A3: Yes, sometimes I feel that but I do not at all, cause I will check the grammar</p>
MRF	<p>A1: Yes, I got many grammatical errors in my English language cause I am less to mastering grammar</p> <p>A2: Yes, because I am less in the understanding of grammar</p> <p>A3: Yes, my grammar is not good and quite messy</p>
DRA	<p>A1: Yes, because I'm still learning</p> <p>A2: Sometimes I speak with messy grammar but I keep speaking and the lecture will correct my grammar</p> <p>A3: Yes, but that's normal cause Lecture will give me the correct grammar after I speak</p>
SA	<p>A1: Yes</p> <p>A2: In Some cases, if I didn't Focus on the material I faced</p>

through zoom meetings in an online class?

Q2: Did you face Less understanding of the topic while having a Group discussion?

Table 10. Fluency

<i>Interviewers</i>	<i>Speech</i>
ARS	<i>A1: In some cases, the English language itself is interesting to understand so I didn't feel less fluency, cause I just keep searching when I miss understanding</i>
MRF	<i>A2: Of course, but I asked with the lecture or my friends that understand well</i>
DRA	<i>A1: Yes, because the connection is bad sometimes that makes the meeting end sometimes</i> <i>A2: Sometimes but I will ask other groups or other friends</i>
SA	<i>A1: Yes, because the English language Have a lot of information</i> <i>A2: Sometimes I felt that but I or my friends will ask the lecturer clearly</i>
AR	<i>A1: in some term</i> <i>A2: Mostly No. because I always ask for Clear information with a lecture or my friends</i>
	<i>A1: Yes, sometimes because the online class make me difficult to gett the explanation from lectures</i> <i>A2: Yes, in Some situations like because my Connection Is error</i>

To interpret the qualitative data, regarding students' perception between face to face and online learning can be seen in figure 4.2.6 6. Students Speaking Difficulties are certainly expected to help the online learning process of student. It can be seen from the result of interviews conducted by student [friends], [ask], [information], [difficult], [language], [lecture]. From the frequency of word approved that the students speaking difficulties faced sometimes difficult for them to understand the information from lecture and they will ask with the lecture or their friends the clear information. The frequency of word cloud generator can be seen in appendix 1

SA

attention or respect when we speak English A3: For the partner speaking English is quite Difficult, maybe just one or two people that want to have a conversation in English Language

A1: Yes, if when forgot the word that I want to spell I often use that

A2: No, all of the lectures that already teach me are respect to all of the students

AR

A3: Not too Difficult but mostly my friends are less in practice their speaking

A1: mostly yes, because it's such a pause for me to thinking the word after

A2: Rarely, because the lecture always gives good feedback during this online class

A3: Yes, because the situation Is in an onlinemeeting

To interpret the qualitative data, regarding students' perception between face to face and online learning can be seen in figure 4.2.7 7. Students Speaking Difficulties are certainly expected to help the online learning process of student. It can be seen from the result of interviews conducted by student [word], [online], [always], [use], [language], [english], [lecture], [feedback]. From the frequency of word approved that the students speaking difficulties the students mostly get the repeated information from the lectures. But, they difficult to find the partner outside class to practice their speaking skills cause online situations. The frequency of word cloud generator can be seen in appendix 1.



Figure 28. Environmental factors

Network Factors

Q1: Dis you Difficult to find a good signal in your place while the online class happening through zoom meeting?

Q2: Did you face if the Internet Quota is too expensive for you? Q3: Did you get the free quota from our government?

Table 12. Network Factors

Interviewers	Speech
ARS	A1: Sometimes, depends on the situation A2: Yes, the quote is little bit expensive for me A3: No, I didn't
MRF	A1: Yes, because I'm in my village that has a poor connection A2: Yes, in my village the price is quite different than in the city A3: Yes I did
DRA	A1: This situation is depends on the signal, but mostly my Connection is good A2: Yes, if I use it for many application it Will is exhausted for me and make me buy more A3: Yes, I got the free Quota in the three months only
SA	A1: Depending on the condition and situation mostly in Pekanbaru is have a good connection A2: Yes, but lucky me I use wifi in at my house, but if the light off that will be problem for me. A3: Yes, in three months
AR	A1: yes, some time the connection is not stable and error, but i've permission with the lecture if I have No. signal through

CHAPTER V

CONCLUSIONS, IMPLICATION AND SUGGESTIONS

5.1 Conclusions

After collecting the data, the result of a questionnaire about students speaking difficulties in online learning by using zoom meeting, it could be found that most of the fourth-semester students are mixed English and Indonesia language while they speak in the online class through zoom meeting, in this case, this result based on statement 2 of Vocabulary or 69.7% of them mixed Indonesia and English language while speaking in an online class through zoom meeting. This situation faced because most of the students lack of mastering the vocabulary when they spoke in an online class to share or answer the questions from the lecture or their friends Based on statement 11 of the comprehension indicator is 37.9% of them difficult to understand their explanation while speaking during online classes through zoom meetings. Then, based on statement 10 about grammar and accuracy indicators, 68.5% of them faced inaccurate grammar placement while speaking during online classes through zoom meetings. While in statement 19 of the network indicator 69.4% of the students faced if the Internet Quota is expensive to buy during online class in this pandemic era, moreover when the light is off the connection will be off, thats make the teaching and learning process through zoom meeting is out.

Based on the chart in the chapter four the problems that the students got were not too different percentage, and the total problems balance between self-confidence and fluency with 34%. It means the fourth-semester students got difficulties in their speaking while learning in an online class through zoom

meeting are mastering vocabulary, grammar, and accuracy and for another factor are network and environmental factors

5.2 Implication

The result of the study about students speaking difficulties during online class through zoom meeting showed the fourth semester had problems in mastering the vocabulary and they also have grammatical errors like inaccurate grammar placement in their speaking ability during online class through zoom meeting, but the students confident is increase then during offline class, and the common things is the network factors that impact their speaking performance while in online class through zoom meeting.

5.3 Suggestions

From the result of the research, the researcher would to give some suggestions as follows:

1. English lecturer

For the lecturer in English Language Education, the researcher hopefully this research useful and can be source of information that there were some students have speaking performance problems, such us poor of pronunciation, lack of vocabulary have less of confident when doing speaking performance active, The most factors that students felt like they have grammatical errors and the common factors is the internet connection is bad such as the signal, or when the light off the signal also impact the connection itself.

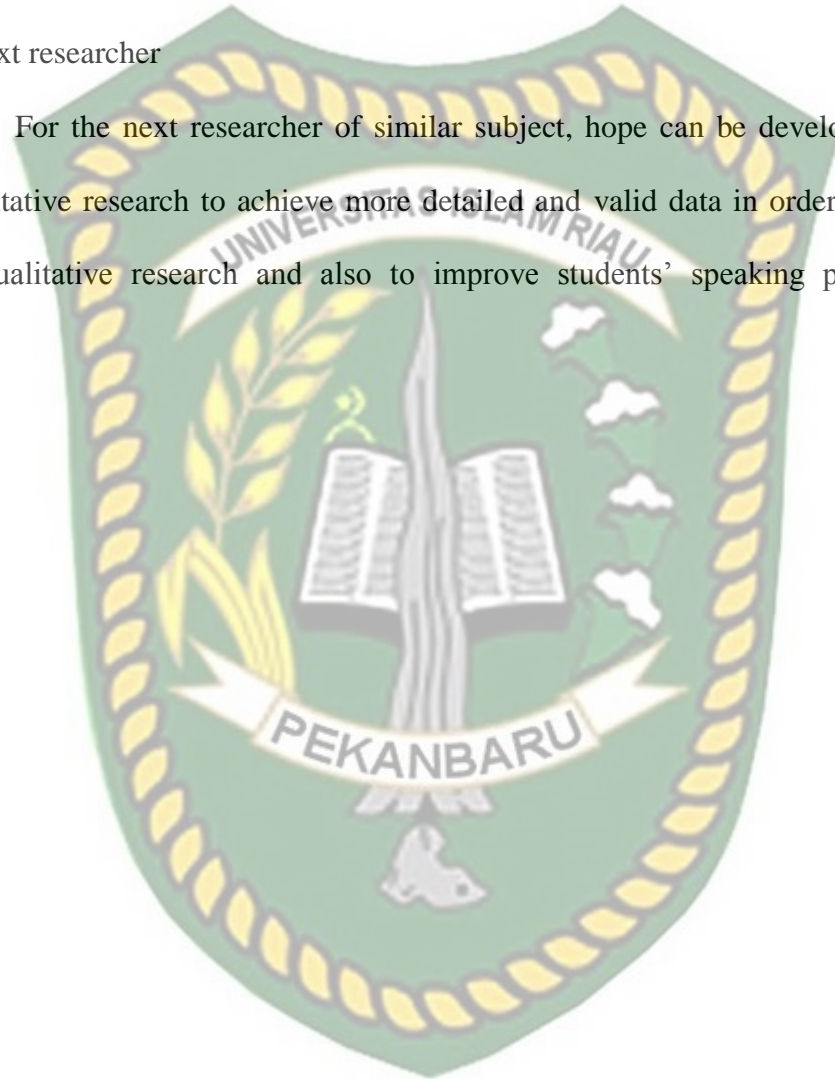
2. English Language Education students of FKIP UIR

For the English language education students of FKIP UIR should have more learn how to improve the speaking performance skill, initiative, so student

will able to perform based on the indicators that make their speaking performance well. The last one is lots of practice speaking with some classmate or family. So, that nothing happens to makes speaking performance activity feel difficult.

3. Next researcher

For the next researcher of similar subject, hope can be developed to the quantitative research to achieve more detailed and valid data in order to support the qualitative research and also to improve students' speaking performanc.



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