



An Analysis of Speaking Problems in E-Learning due to COVID-19: A Case Study of the 6th Semester English Study Program Students at University

Stefanie Irawan¹, Eliwarti², Muhammad Syarfi³

Stefanie.irawan0727@student.unri.ac.id

¹English Study Program, Universitas Riau, Riau

²English Study Program, Universitas Riau, Riau

³English Study Program, Universitas Riau, Riau

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Abstract

Students encounter difficulties when it comes to speaking in online classes, particularly when they are navigating this new era of E-learning during the pandemic. This research aims to find out the speaking problems in E-learning due to covid-19 faced by the 6th semester students of the English Study Program of FKIP Universitas Riau. This research is a descriptive study with a mixed method research. The total of respondents are 74 students. The data collection methods used are questionnaire and interview. The data analysis techniques include data collection, data reduction and conclusion. Based on the research results, it can be concluded that the students experience speaking problems in E-learning due to Covid-19 in three ways: psychological (inhibition, shyness, and anxiety, lack of self-confidence, and lack of motivation), environmental (environmental aspects that make up the learning atmosphere in E-learning), and technological (network problems and facility issues). The most common speaking problems in E-learning due to covid-19 encountered by the 6th semester students of the English Study program at FKIP Universitas Riau are inhibition (mean score of 4.85 and 89,2% students choose strongly agree), an unstable network (mean score of 4.80 and 84,2% students choose strongly agree), and a discouraging environment (mean score of 4.78 and 78,4% students choose strongly agree).

Keywords: *COVID-19; e-learning; speaking problems*

Introduction

The world is facing the unexpected pandemic known as COVID-19. In early 2020 this virus entered Indonesia, affecting many sectors in life. This condition requires people to stop almost all daily activities including those concerning education. In dealing with this pandemic situation the government finally made various regulations to prevent people from the spread of it. As for the regulations made in the field of education, online learning activities (E-learning) was implemented.

Stated by Walabe & Luppisini (2020), E-learning stands for electronic learning, which was implemented. It refers to courses that use technology and the internet to provide constructive learning opportunities for students. The learning activities were carried out in a network with an online system that uses electronic media. However, to apply this technology-based method in education was not without problems. There were many challenges that had to be overcome. According to Ali (2020), technology is the most effective means for carrying out distant learning. However, Murgatroid (2020) argue that this short of learning has some shortcomings, such as weaknesses in the online teaching infrastructure, the lack of experience of teachers, the information gap, the home environment being complex, and so forth.

English is known as a foreign language for English Department students in Universitas Riau. Therefore, learning English will feel a little challenging for students where English is not our mother tongue. However, efforts are still put in place to achieve the integrated language skill competence. In order to achieve English proficiency, Learning English has started from the first educational strata in Indonesia such as playgroups or elementary schools' level. The application of learning English from the first level of education is expected to help students master English well. related to the importance of mastering English, especially in the era of globalization, which will be faced by students.

In fact, for college students mastering English, especially speaking, is more challenging for them. Because university students have more English classes, they are expected to have a better command of the language. The speaking ability of English Study Program students must be better than the other four English language abilities since they learn English more deeply than others. Pre-Intermediate listening and speaking, Intermediate listening and speaking, and Post Intermediate listening and speaking were taught to second-year English Department students at Universitas Riau from the first semester through the third semester. Therefore, students are expected to be able to communicate orally in English properly and correctly and be able to use important phrases in conveying linguistic functions.

A lot of researchers had already reported their researches about problems

and how E-learning affects speaking skill. Some of findings of related research are presented as follows:

The research carried out by Efriana (2021) discussed problems that faced by students, teachers and parents in EFL Classroom while online learning. The findings indicated that the students' issues included incomplete grasp of the subject matter, technology and facility issues, a lack of control over online learning, and a lack of enthusiasm. Another relevant study conducted by Lazim (2021) focuses on students' difficulty communicating through online learning during the Covid-19 Pandemic. The findings of this study were presented descriptively in order to highlight the pupils' challenges in speaking through online learning. There is also a previous study by Fajri (2022) with the findings that there are student issues; they first struggle with grammar, vocabulary, and pronunciation. Another relevant study conducted by Wulandari (2020) concluded that students' difficulties with online learning English speaking were restricted vocabulary, pronunciation issues, internet connectivity, boredom, and a lack of practice.

As a consequence, previous research contributes theories and ideas to this research. The researcher wants to look at the students' speaking problems in E-learning. In addition, the prior studies mentioned above were considered as sources of information for this study. There are some discrepancies between the previous study and this research, such as the study's focuses, which are different, and also the students' levels. In this example, the researcher wants to look at the speaking problems in E-learning that the 6th semester students of English Study Program students at FKIP Universitas Riau are having.

The problem of this research is: "What are the speaking problems in E-learning due to covid-19 faced by the 6th semester students of the English Study program of FKIP Universitas Riau?". The objective of this research is to find out the speaking problems in E-learning due to covid-19 faced by the 6th semester students of the English Study Program of FKIP Universitas Riau.

Method

This research is a descriptive study. The goal of the study is to learn more about the phenomena in order to describe the current situation in the sector. In this study, the researcher will use a mixed method. Here, the researcher describe a speaking problems in E-learning of a 6th semester English Study Program Students. In analyzing, researchers used a set of questionnaires and interviews to find out speaking problems in E-learning of 6th semesters of English Study Program Students at FKIP Universitas Riau then the researcher calculate and describe the result.

The participants in this research are all the 6th semester English Study Program students of Universitas Riau. In the academic year 2021/2022, 113 students enrolled in the English Study Program at Universitas Riau. To identify research participants, the researcher employs cluster random sampling. Students

in the English Study Program's sixth semester make up the sample in this study. There are 74 responders from classes B, and C to the questionnaire. The sample for the interview is 12% of the sample from the questionnaire, namely 9 students that were chosen at random from both classes.

In this study, the researcher used two instruments to getting the data from samples. Which is questionnaire and interview. For questionnaire, the researcher used closed questions in this study. To get information from participants, the questionnaires in this study are using a Likert scale. In this study, 23-item questionnaire are provided to students in statements with five-point Likert-Scale alternatives and categorized to identify what type of speaking problem in E-learning they are most likely to encounter.

Table 1. 5-Point Likert Scale Interpretation

Scale	Range Value	Verbal interpretation
1	4.50 – 5.00	Very high
2	3.50 – 4.49	High
3	2.50 – 3.49	Moderate
4	1.50 – 2.49	Low
5	1.00 – 1.49	Very low

Source: Somera (2014)

Following the collection of data from the questionnaire, the researcher conducted an interview to get further information on the problems of speaking in online learning that were selected in the questionnaire. The data analysis technique used is qualitative data analysis, where the goal is to solve the problem statement or test the hypothesis that has been developed. Some actions in qualitative data analysis include data collection, data reduction and conclusion. The researcher then describes and determine the results after seeing the data that will be obtained by the researcher. Then, based on the highest score item and data from the interviews result, the researcher also determines the speaking problems in E-learning experienced by the respondents.

Result

The questionnaire, as previously described in the methodological chapter, has 23 statements and was given to 74 samples. The full sample had previously completed the questionnaire properly. The questionnaire is divided into 3 aspect which is psychological aspect, environment aspect, and technological problem or facility aspect. The questionnaire results are shown below, and they reveal that the students' speaking challenge in E-learning are diverse.

Psychological Aspect

Psychological aspect is one of a problem that students may found in speaking

while in E-learning. Psychological aspect is those that frequently interfere with one's emotional or physical wellbeing. These psychological issues may have a detrimental impact on a student's speaking ability.

Table 2. The Findings of Students's Speaking Problem in E-Learning due to Covid-19 in Psychological Aspect

No.	Speaking English Problem in E-learning	Total Respondents					Mean
		SA	A	U	D	SD	
Psychological Aspect							
1.	I am not feeling confident to speak in E-learning. (<i>Saya tidak merasa percaya diri untuk berbicara di pembelajaran online</i>)	40 (54,1%)	29 (39,2%)	5 (6,8%)	0 (0%)	0 (0%)	4,47
2.	I am not feeling interested in online learning so it is decreasing my speaking motivation. (<i>Saya tidak tertarik dengan pembelajaran online dan itu mengurangi motivasi saya untuk berbicara</i>)	35 (47,3%)	32 (43,2%)	7 (9,5%)	0 (0%)	0 (0%)	4,38
3.	I don't want to make a mistake in my speaking while in online learning because I'm afraid of being corrected. (<i>Saya tidak ingin membuat kesalahan dalam berbicara saya saat belajar online karena saya takut dikoreksi.</i>)	330 (89,2%)	20 (6,8%)	9 (4,1%)	0 (0%)	0 (0%)	4,85
4.	When I start speaking English in an online learning, I	240 (64,9%)	72 (24,3%)	24 (10,8%)	0 (0%)	0	4,54

No.	Speaking English Problem in E-learning	Total Respondents					Mean
		SA	A	U	D	SD	
	become blank and forget everything. (Ketika saya mulai berbicara bahasa Inggris dalam pelajaran online, saya menjadi blank dan lupa segalanya.))))		(0%)	
5.	I am embarrassed to speak English in an online lesson because I lack fluency. (Saya malu untuk berbicara bahasa Inggris dalam pelajaran online karena saya kurang lancar.)	205 (55,4%))	116 (39,2%))	12 (5,4%)	0 (0%)	0 (0%)	4,50
6.	I feel easily stressed in E-learning, it affects my speaking skill. (saya merasa mudah stress dipembelajaran online, dan itu mempengaruhi kemampuan berbicara saya)	170 (45,9%))	148 (50,0%))	9 (4,1%)	0 (0%)	0 (0%)	4,42
7.	During the E-learning class I feel that my concentration and the level of seriousness decreased and it affected my speaking skill. (Selama berada di kelas online saya merasa konsentrasi	175 (47,3%))	136 (45,6%))	15 (4,1%)	0 (0%)	0 (0%)	4,41

No.	Speaking English Problem in E-learning	Total Respondents					Mean
		SA	A	U	D	SD	
8.	<p><i>dan keseriusan saya menurun dan itu mempengaruhi kemampuan berbicara saya)</i></p> <p>I feel less enthusiasm in speaking because the atmosphere in E-learning is different from face-to-face learning (<i>Saya merasa kurang semangat dalam berbicara karena suasana di pembelajaran online berbeda dengan pembelajaran tatap muka)</i></p>	225 (60,8%)	104 (35,1%)	9 (4,1%)	0 (0%)	0 (0%)	4,57
9.	<p>I would rather keep silent in class because I don't catch what other participants in class say so while accessing classes online (<i>Saya lebih memilih diam di kelas karena saya tidak menangkap apa yang dikatakan peserta lain di kelas saat mengakses kelas online)</i></p>	195 (52,7%)	124 (41,9%)	12 (5,4%)	0 (0%)	0 (0%)	4,47
10.	<p>In E-learning I do not feel as comfortable in regular classes and it impacts my speaking</p>	180	136	12	0 (0%)	0	4,43

No.	Speaking English Problem in E-learning	Total Respondents					Mean
		SA	A	U	D	SD	
	motivation. (Di dalam pembelajaran online saya tidak merasa nyaman di kelas reguler dan itu mempengaruhi motivasi berbicara saya)	(48,6%)	(45,9%)	(5,4%)		(0%)	
11.	I feel anxious to speak in online classes. (Saya merasa cemas untuk berbicara di kelas online.)	145 (39,2%)	176 (58,1%)	6 (2,7%)	0 (0%)	0(0%)	4,36

According to table 2, it can be concluded that English Department students faced a speaking problem in E-learning through the psychological aspect especially because of inhibition. It can be seen in the items number 3 there are 82,9% students who strongly agree being the highest percentage among all the items. And 6,8% students who agree with the items. Then, 4,1% students who choose undecided, 0% disagree and 0% strongly disagree.

Table 3. The Descriptive Statistics of Students's Speaking Problem in E-Learning due to Covid-19 in Psychological Aspect

	N	Minimum	Maximum	Mean	Std. Deviation
Item 1	74	3	5	4,47	,624
Item 2	74	3	5	4,38	,656
Item 3	74	3	5	4,85	,459
Item 4	74	3	5	4,54	,686
Item 5	74	3	5	4,50	,603
Item 6	74	3	5	4,42	,574
Item 7	74	3	5	4,41	,618
Item 8	74	3	5	4,57	,575
Item 9	74	3	5	4,47	,602
Item 10	74	3	5	4,43	,599
Item 11	74	3	5	4,36	,538
Valid N (listwise)	74				

Table 3 shows that from 74 respondents, the minimum score is 3 (Undecided) and the maximum one is 5 (Strongly Agree). Then the means of these items are 4.47, 4.38, 4.85, 4.54, 4.50, 4.42, 4.41, 4.57, 4.47, 4.43, 4.36. These scores are included in the "high-very high" category. The standard deviation for psychological variable was 0.624, 0.656, 0.459, 0.686, 0.603, 0.574, 0.618, 0.575, 0.602, 0.599, 0.538. This means the variance of all data was relatively smaller because the standard deviation was smaller than mean.

Environment Aspect

Environment aspect is one of a problem that students may found in speaking while in E-learning. Environmental aspects occur the situation that make up the learning atmosphere in E-learning.

Table 4. The Findings of Students's Speaking Problem in E-Learning due to Covid-19 in Environment Aspect

No.	Speaking English Problem in E-learning	Total Respondents					SD	Mean
		SA	A	U	D	SD		
Environment Aspect								
12.	While doing online learning at home no one can give me help to understand what people say. (Saat melakukan pembelajaran online di rumah tidak ada yang bisa membantu saya untuk memahami apa yang orang katakan)	170 (45,9%)	144 (48,6%)	12 (5,4%)	0 (0%)	0 (0%)	4,41	
13.	My motivation is decreasing and I feel lazy to speak because of the less interactive learning process in E-learning. (Motivasi saya menurun dan saya merasa malas untuk berbicara karena	170 (45,9%)	140 (47,3%)	15 (6,8%)	0 (0%)	0 (0%)	4,39	

No.	Speaking English Problem in E-learning	Total Respondents					Mean
		SA	A	U	D	SD	
14.	<p><i>proses pembelajaran yang kurang interaktif di dalam pembelajaran online)</i></p> <p>I have no chance to practice speaking during E-learning classes.</p> <p><i>(saya tidak memiliki kesempatan untuk berlatih berbicara selama pembelajaran online)</i></p>	175 (47,3%))	151 (51,4%))	3 (1,4%)	0 (0%)	0 (0%)	4,46
15.	<p>Lack of interaction with lecturer and friends in E-Learning causes my speaking skill to be decreasing.</p> <p><i>(Kurangnya interaksi dengan dosen dan teman dalam pembelajaran online menyebabkan kemampuan berbicara saya menurun.)</i></p>	230 (62,2%))	108 (36,5%))	3 (4,1%)	0 (0%)	0 (0%)	4,61
16.	<p>At the time of E-learning I couldn't practice with my speaking.</p> <p><i>(Pada saat pembelajaran online saya tidak bisa berlatih berbicara.)</i></p>	145 (39,2%))	168 (56,8%))	9 (4,1%)	0 (0%))	0 (0%))	4,35

No.	Speaking English Problem in E-learning	Total Respondents					Mean
		SA	A	U	D	SD	
17.	One-sided interaction that often happens in E-learning causes my speaking skill decreased. <i>(Interaksi sepihak yang sering terjadi dalam pembelajaran online menyebabkan keterampilan berbicara saya berkurang.)</i>	280 (78,4%)	64 (21,6%)	0 (0%)	0 (0%)	0 (0%)	4,78
18.	E-learning tends to be passive resulting in reduced enthusiasm for practicing speaking more. <i>(pembelajaran online cenderung menjadi pasif mengakibatkan berkurangnya semangat untuk lebih banyak berlatih berbicara)</i>	235 (63,5%)	100 (33,8%)	6 (2,7%)	0 (0%)	0 (0%)	4,61

According to table 4, it can be concluded that English Department students also faced a speaking problem in E-learning through the environment aspect. It can be seen that the higher percentage of this aspect was items number 17. There are 78,4% students who strongly agree and 21,6% students who agree with the items. Then, 0% students who choose undecided, 0% disagree and 0% strongly disagree.

Table 5. The Descriptive Statistics of Students's Speaking Problem in E-Learning due to Covid-19 in Environment Aspect

	N	Minimum	Maximum	Mean	Std. Deviation
Item 12	74	3	5	4,41	,595
Item 13	74	3	5	4,39	,615

Item 14	74	3	5	4,46	,528
Item 15	74	3	5	4,61	,519
Item16	74	3	5	4,35	,560
Item 17	74	4	5	4,78	,414
Item 18	74	3	5	4,61	,544
Valid N (listwise)	74				

Table 5 shows that from 74 respondents, the minimum score is 3 (Undecided) and the maximum one is 5 (Strongly Agree). Then the means of these items are 4.41, 4.39, 4.46, 4.61, 4.35, 4.78, 4.61. These scores are included in the “high-very high” category. The standard deviation for psychological variable was 0.595, 0.615, 0.528, 0.519, 0.560, 0.414, 0.544. This means the variance of all data was relatively smaller because the standard deviation was smaller than mean.

Technological Problem or Facility Aspect

Technological Problem or Facility Aspect is one of a problem that students may found in speaking while in E-learning. This relates to internet connections and also the use of devices and facilities during E-learning.

Table 6. The Findings of Students’s Speaking Problem in E-Learning due to Covid-19 in Technological Problem or Facility Aspect

No.	Speaking English Problem in E-learning	Total Respondents					Total Score
		SA	A	U	D	SD	
Technological Problem or Facility Aspect							
19.	Limited internet quota prevents me from accessing online classes. <i>(Kuota internet yang terbatas membuat saya tidak bisa mengakses kelas online.)</i>	170 (45,9%)	136 (45,9%)	18 (8,1%)	0 (0%)	0 (0%)	4,38
20.	The unstable network access at my house causes me to have problems speaking. <i>(Akses jaringan yang tidak stabil di rumah</i>	305 (82,4%)	44 (14,9%)	6 (2,7%)	0 (0%)	0 (0%)	4,80

No.	Speaking English Problem in E-learning	Total Respondents					Total Score
		SA	A	U	D	SD	
21.	<p><i>saya menyebabkan saya kesulitan berbicara.)</i></p> <p>It is hard for me to find a good connection spot at my place while accessing online classes.</p> <p><i>(Sulit bagi saya untuk menemukan tempat koneksi yang baik di tempat saya saat mengakses kelas online.)</i></p>	110 (29,7%)	176 (59,5%)	24 (10,8%)	0 (0%)	0 (0%)	4,19
22.	<p>The applications that are often error while in E-learning (mic doesn't work/audio problem) makes me have to enter and exit the application and it's not efficient for my speaking skill.</p> <p><i>(Aplikasi yang sering error saat pembelajaran online (mic tidak berfungsi/audio bermasalah) membuat saya harus keluar masuk aplikasi dan tidak efisien untuk kemampuan speaking saya)</i></p>	165 (43,2%)	132 (47,3%)	21 (8,1%)	2 (1,4%)	0 (0%)	4,32
23.	<p>I often find difficulties in operating devices in E-learning</p> <p><i>(saya sering</i></p>	100 (27,0%)	44 (59,5%)	15 (6,8%)	10 (6,8%)	0 (0%)	4,07

No.	Speaking English Problem in E-learning	Total Respondents					Total Score
		SA	A	U	D	SD	
	<i>menemukan kesulitan dalam mengoperasikan perangkat dalam pembelajaran online)</i>))))))

According to table 6, it can be concluded that English Department students also faced a speaking problem in E-learning through the technological and facility issues. It can be seen that the higher percentage of this aspect was items number 20. there are 82,4% students who strongly agree and 14,9% students who agree with the items. Then, 2,7% students who choose undecided, 0% disagree and 0% strongly disagree.

Table 7. The Descriptive Statistics of Students’s Speaking Problem in E-Learning due to Covid-19 in Technological or Facility Issues

	N	Minimum	Maximum	Mean	Std. Deviation
Item 19	74	3	5	4,38	,635
Item 20	74	3	5	4,80	,468
Item 21	74	3	5	4,19	,612
Item 22	74	2	5	4,32	,685
Item 23	74	2	5	4,07	,782
Valid N (listwise)	74				

Table 7 shows that from 74 respondents, the minimum score is 2 (Disagree) and the maximum one is 5 (Strongly Agree). Then the means of these items are 4.38, 4.80, 4.19, 4.32, 4.07. According to, these scores are included in the “high-very high” category. The standard deviation for psychological variable was 0.635, 0.468, 0.612, 0.685, 0.782. This means the variance of all data was relatively smaller because the standard deviation was smaller than mean.

The table above answers research questions that students in the FKIP Riau University, English Study Program faced speaking problems in e-learning. It is divided into psychological aspects such as inhibition, shyness, and anxiety, lack of self-confidence and lack of motivation and environmental aspects that make up the learning atmosphere in E-learning also technical aspects such as network problems and facility issues. The score for each problem is diverse.

According to the table results, item number 3 from the questionnaire had the highest percentage of all psychological issues. It has 89,2%, making it the highest

percentage and means score item out of 23 with 4,85 mean score. Meanwhile, item number 17 has the greatest percentage for an environmental issue. It is worth 78,4% with means 4,78. And item number 20 has the highest percentage for the technical issue. It is worth 82,4%. With the means 4,80.

To be precise, the researcher also provide chart that sums up the score of the questionnaire of speaking problems in E-learning:

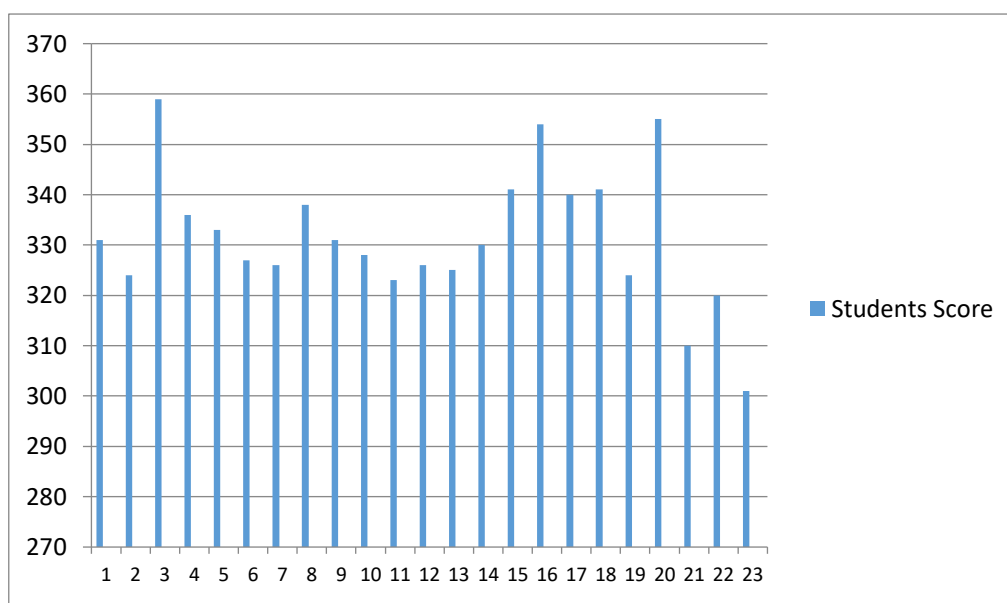


Figure 1. The Score of the Questionnaire of Each Item

The data shows that the questionnaire score ranged from 301 to 359, with 301 being the lowest and 359 being the highest. The 301 point is derived from item number 23, which is the facility aspect. It was noted that students had no difficulty using the facility for speaking in E-learning.

Despite the fact that the students face difficulties in various fields of psychology, the environment, and technology. The most often checked item is number 3, which states that students have difficulty speaking because they are afraid of making mistakes and being corrected when they begin speaking in E-learning class.

As for the results of the interview regarding the problem of speaking in e learning that the students encountered went straight with the results of the questionnaire. where the problems they face are varied. starting from psychological, environmental and technological problems.

5 out of 9 students stated that the problem of speaking in e-learning that they felt the most was psychological factors.

According to the interview, the following are some of the students' expressions during the interview.

S1 : When in e learning I was afraid to start talking or get involved in online classes for fear of making the wrong pronunciation so I prefer to be silent. Because I am afraid of getting corrected, it makes me down.

S2 : When in e learning when we turn on the mic and start talking then all the attention is on us. So, there is a feeling of being afraid to look wrong and be corrected when I speak English. this makes me passive in class.

S3 : In English there are many pronunciations of words that I personally think are difficult to pronounce. Therefore, I am always afraid to speak in online classes and make mistake. I rather keep silent then be interacted in online class.

S4 : I am not very confident when I pronounce English. let alone having to talk to a close-up camera and only one student turned on the mic. I'm afraid of making mistakes in speaking. So i decided to not to talk.

S5 : I feel more nervous and afraid of making mistakes in speaking English in e-learning because I feel that in online classes I am facing the wide screen and displaying images of class participants and I feel really cared for when I turn on the mic. So, I chose not to turn on the mic and be passive in speaking in class.

This shows that the students have a fear of making mistakes in speaking English and are afraid of being corrected. this makes them not actively talk in class. they prefer to be silent and make the interaction in class minimal or even passive.

The interview revealed that students also feel that technological problems affect their speaking in online classes.

S6 : In my opinion, technological factors influence me not to actively speak, especially an unstable connection which makes the class ineffective and I cannot actively speak in class. In fact, very often the virtual meeting application that is used comes out on its own.

S7 : I live in a coastal area where the connection is not stable. It's hard for me to continue to engage with class interactions because I often get disconnected when accessing the application. this affects my activity in speaking in online classes.

Based on the students' statements, it was found that the problem of unstable connection was one of the problems that had a considerable influence on students' speaking.

Furthermore, the interview shows that students also faced speaking problems caused by environmental aspect.

S8 : In online classes, the interactions tend to be one-way only, coupled with an environment that is different from regular classes, making me unmotivated and not enthusiastic about being active in speaking.

S9 : I think a supportive environment really influences my speaking. When in e learning I entered class while at home. I also became unenthusiastic about attending classes let alone actively speaking in classes where there tended to be only one-sided interactions.

Over all it is clear that students face some speaking problems in e learning. the problems they face come from various aspects such as psychological,

environmental, and also technological aspects.

Discussion

The results of this study have answered the research question about the speaking problems in E-learning due to covid-19 faced by the 6th semester students of the English Study program of FKIP Universitas Riau. It shows that the students are having problem when they speaking in E-learning. Anxiety, inhibition, shyness, lack of confidence, nothing to say, use of mother tongue, and lack of motivation are some of the psychological aspects of speaking problems. In terms of environmental the problem was the unfavorable and unenthusiastic classroom environment; student is not engaged with the class. Furthermore, in terms of technology which are the unstable network, device and facility problem. According to the questionnaire results, the most common challenges encountered by students are inhibition which reach 4,85 mean score, an unreliable network with 4,80 mean score, and an unenthusiastic learning environment with 4,78 mean score. According to Somera (2014), these scores are included in the "very high" category.

As for the results of interviews with students the most prominent problem is a psychological problem in which students are afraid of making mistakes in speaking and afraid of being corrected. followed by technological problems, namely connection problems which caused them to have problems taking online classes and speaking in class. and finally, the environmental problem where in the online class the interactions that occur tend to be one-sided or one-way which makes the students not enthusiastic about actively speaking in class. This finding is similar to that of Efriana (2021). The findings indicated that the students' issues included incomplete grasp of the subject matter, technology and facility issues, a lack of control over online learning, and a lack of enthusiasm. Just like the results of this study that technology and unenthusiasm are one of the problems of students' speaking in e-learning.

Based on the data analysis, Wulandari (2020) draws the following conclusions about the students' difficulties in English speaking during the Covid-19: she discovered that the students' difficulties in speaking through online learning were: restricted vocabulary, pronunciation obstacles, connectivity to the internet, students feeling bored, and students practicing less.

In addition Lazim (2021) claimed that The students' difficulties in speaking online learning stem from a lack of vocabulary, the lecturer's excessive speed in delivering content, the students' feeling bored, and unstable network. As a result it can be determined that student's faced the speaking problem in E-learning. which is followed by psychological, environmental and technological factors. Similar to these, a research by Wulandari (2021) it can be seen that based on the analysis of the findings from her study, there are various elements that contribute to students' speaking difficulties in e-learning: 1) a discouraging learning environment; 2) a lack of desire; 3) signal failure due to adverse weather; and 4) trouble accessing the internet among rural students. these problems are factors that contribute to the

difficulty of students speaking in E-learning. However, other researchers discovered some issues. Hidayah et al. (2021) discovered that the factors that caused students to have speaking problems in E-learning were pronounce problems, students having difficulty engaging others, unstable network, lack of grammar, vocabulary, fluency, and students not having sufficient understanding in order to convey their ideas.

Furthermore, Fajri & Indah (2022) study discovered a similar finding. His study shows that students do faced speaking problem in E-learning that caused by psychological issues. Students encounter a variety of psychological issues, many of which arise from the same fear of making errors (not daring to talk, not confident to speak, not used to speaking in class, scared to speak, difficult to transmit words or phrases). Both problems (not daring to speak and speaking) stem from the same source: a lack of confidence in one's ability to communicate. A lack of grammatical competence is one of two obstacles (fear of making mistakes and lack of confidence to speak). A lack of language is one of the causes of two problems (loss of confidence in speaking and trouble conveying words or sentences).

In conclusion, the findings of this study were interpreted in three ways. The first element is psychological issues, which are classified as Anxiety, inhibition, shyness, lack of confidence, nothing to say, use of mother tongue, and lack of motivation. The results reveal that students speaking difficulties are due to inhibition with the mean score 4.85 and 89,2% students choose strongly agree. Researchers think that it is possible the reason why most students have problems in inhibition is because they feel their ability to speak English is lacking. students feel they are less fluent both in terms of pronunciation and in composing sentences that will be uttered. So they feel reluctant to actively speak in online classes because they are afraid of making mistakes and afraid of being corrected. They also stated in interview that in E-learning when they turn on the mic all the attention are focused on them. Because of that they feeling even more afraid of making mistake and being corrected. In the end students choose e to not speak at all. The unreliable network has the second highest score from the technological problem it is reach 4.80 mean score with 84,2% students choose strongly agree. The students have problem in unstable signal aspect. When the E-learning class takes place and the signal on the student's device is unstable, making it difficult for them to attend class. Especially for students who live in coastal areas who stated in interview that in fact it is difficult to get a stable signal. It is not uncommon for virtual applications used to be inefficient if the signal is unstable. The application can log out by itself; the audio and visuals are disconnected which makes it difficult for them to actively speaking in e-learning. The third highest score comes from environmental aspect or discouraging learning environmental which is 4.78 mean score and 78,4% students choose strongly agree. Researcher draws a conclusion that students feel the environment when undergoing E-learning is discouraging. they also stated in interviews that they experience one-way communication in online classes which

makes them less enthusiastic about speaking in online classes. Surprisingly, the outcome of the questionnaire facility utilization or devices operation does not actually important. It is only 27% students who strongly agree with this, indicating that it found just a few of the 23 statements. This signifies that students have no severe concerns with operating devices or facility issues in E-learning.

There are various speaking problems in E-learning due to covid-19 faced by the 6th semester students of the English Study program of FKIP Universitas Riau, based on 74 students as the questionnaire sample and including 9 sample interviews taken from 12% of the questionnaire responders of this research. Students' responses on the 23 items in the questionnaire range from highly agree to strongly disagree (Likert Scale). According to the findings, students usually faced inhibition issues (4,85 mean score) as psychological problem when speaking. As a technological problem, they also encountered an unstable network (4,80 mean score). Meanwhile, the environmental factor that they primarily face when speaking discourages them from understanding environmental (4,78 mean score). it can be concluded that inhibition, unstable network and discouraging learning environment are the speaking problems in E-learning due to covid-19 faced by the 6th semester students of the English Study program of FKIP Universitas Riau.

Conclusion

According to this study, students have a lot of problems speaking. To be more specific, this study demonstrates that students experience speaking problems in E-learning due to Covid-19 in three ways: psychological (inhibition, shyness, and anxiety, lack of self-confidence, and lack of motivation), environmental (environmental aspects that make up the learning atmosphere in E-learning), and technological (network problems and facility issues).

As stated in the previous chapter's research question, the most common speaking problems in E-learning due to covid-19 encountered by the 6th semester students of the English Study program at FKIP Universitas Riau are inhibition, an unstable network, and a discouraging environment. According to this study, students are hesitant to speak in E-learning due to Covid-19 because they do not know how to pronounce things correctly. They are afraid of making mistakes and of being corrected. They may not want to respond to their partner when speaking because the partner's tone is not comprehensible, including word pronunciation, or because the network is unreliable. Because the unsupportive and discouraging learning atmosphere, students are also losing enthusiasm and motivation to speak in E-learning due to covid-19. On the other side, it is found that the statements no 23 in questionnaire is in the lowest point of the result, which shows that students do not have a severe issue operating device.

Based on the findings of this study, the researcher would like to make some recommendations regarding the students' speaking problems in E-learning due to Covid-19:

Students are advised to practice speaking English a lot, especially in the

pronunciation aspect. This is done so that students' speaking ability can be improved. and students can speak more confidently in E-learning. To overcome the problem of fear of making mistakes and fear of being corrected, students can practice speaking by starting conversations and getting used to their daily activities. This will make students accustomed to speaking English without fear of making mistakes. It is also preferable if students broaden their listening practice so that they avoid producing incorrect intonation and pronunciation. When the teacher asks you to speak, state what you want to say without hesitation. Students can also start joining clubs that can motivate them to improve speaking skills such as the English debate club and the English club. For the unstable network it should be fixed for the better E-learning experience.

Teachers or lecturers are urged to understand student interests and sentiments in order to decide on the finest teaching strategy for making online sessions as interactive as possible.

Participate in speaking activities. To overcome anxiety issues, teachers must compliment students and develop good relationships with them, making them feel truly joyful and comfortable in class so that they may lessen their fear when speaking English. Furthermore, the teacher must understand when and how to correct students so that students do not feel afraid to make mistakes.

It is suggested that other researchers assess and evaluate the outcomes of this study and try to conduct deeper observations of why students have issues with inhibition, environment, and network when speaking in E-learning. Furthermore, other researchers must carefully study and consider the appropriate research equipment.

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