Students and Lecturers' Problems in Online Learning Speaking Class

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

Keywords: Students' problems, Lecturers' problems, Online learning, Speaking class

Introduction
Online learning aims to meet educational standards by utilizing information technology using computer devices or gadgets that are interconnected between students and teachers and between students and lecturers so that through the use of these technologies, the teaching and learning process can still be carried out properly (Pakpahan & Fitriani, 2020). Utilization of information technology is expected to be able to overcome the teaching and learning process that can continue to run well even though it is in the middle of the coronavirus pandemic.

IAIN Curup is one of the colleges that implements online learning or online activities, which refers to the rector's circular number 0420/IN.34/WR. I/PP.00.9/03/2020 concerning IAIN

Curup's policy on preventing the spread of COVID-19 in the IAIN Curup environment, which stated that learning activities at IAIN Curup were still carried out with an online learning system or optimally independent assignments. Practical activities such as field practice and the like are rescheduled or replaced with appropriate methods without losing the substance and quality of these activities (*Surat Edaran Rektor IAIN Curup*, n.d.).

Associated with learning media during the pandemic, as for courses in the English Department, there are several skills learned, such as listening, speaking, writing, and reading. All of these courses are very important in the field of English language majors, such as speaking skills that must be learned online. What should be clear to you is that speaking is one of the important skills in the English language because speaking is an activity done by people to communicate with others. Speaking also becomes the most important skill because it is always used in daily conversation. As mentioned by Fitriani et al. (2020), also explained that speaking is the most important skill because it is one of the abilities that is needed to perform a conversation.

This means that an activity involves two or more people, whose participants are listeners, and the speaker must react to whatever they hear and contribute at high speed so that each participant has the intention or set of intentions he wants. But in fact, previously in the speaking class, which was conducted face-to-face, they were not necessarily able to improve their speaking skills. All of our learning has to be online, but we have to face it. Online speaking learning is done without face-to-face contact, such as through making videos, and presentations using the Zoom application or Google Meet (Sadikin & Hamidah, 2020).

The change of platform in learning from face-to-face to online learning causes a new problem which seems to have an impact on several things, such as the media used are different, the learning system is also different from face-to-face learning, and the methods used by the lecturers are also different. Even though this condition causes new problems, which is very different from face-to-face learning, Researchers saw phenomena in online learning speaking classes based on students who experienced both online and offline learning systems. There are 4 levels of speaking class, such as speaking for daily conversation, Speaking for group activities, speaking for formal setting, and speaking for academic purposes. It means that on some levels, speaking needs to be face to face for example in group activities. Online learning is less effective without direct methods or face-to-face learning, and less interaction by body gestures. So Researchers want to find out if there are problems that arise when in online speaking compared to problems in offline speaking. This research will be a guide if one day something undesirable happens that requires the learning system to return without face-to-face interaction.

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

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

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

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

On the other hand, lecturers also have ways to overcome the problems, such as giving them a project video task, asking them to speak on many topics, and creating a friendly and open classroom environment. By doing so, it is hoped that shy students will feel comfortable making mistakes in their learning, as they will not be concerned about their imperfect pronunciation and grammar, and as a result, they will be more willing to speak in their online speaking class (Istiqhomah et al., 2021). Lecturers also should be more careful about anxiety, which can be intense in students, and find techniques that allow students to participate more in oral activities, provide students with positive reinforcement, motivate students, and create an easing environment in online classes. These are important to be noticed by the lecturers since they can lower students' anxiety, increase their confidence, and encourage their willingness to communicate. Maximizing students' exposure to English is a good way to build the students' confidence. Lecturers can provide regular opportunities to practice proper pronunciation and intonation and to converse freely. By doing this, students will experience a greater sense of ability to speak English. The lecturer should create a comfortable atmosphere in which learners are encouraged to talk in English and are praised for talking.

To encourage students' motivation, lecturers should provide constant encouragement and support, as well as ask questions that reveal the basis of a student's problems. Doing this becomes very important because encouragement also gives students a feeling of security and welcome in their learning. Other suggestions to increase students' motivation include activities like promoting awareness of the importance of speaking, enhancing students' interest in English, and developing their self-confidence. Therefore, from these things, it can be said that online speaking classes have many problems. Some research shows that online learning is successful, but there are still many that show that online learning is having problems. Based on the description above, in this research, the researcher is going to investigate students' and lecturers' problems in online speaking classes and also the efforts to overcome the problems. The researcher chose the fifth semester in 2020/2021 students of the English Study Program of IAIN Curup and Speaking Lecturer. This research is necessary and important to find out what problems are experienced by students.

Method

In this research, the researcher employed qualitative research that was designed by using descriptive methods. Defined by Moleong (2010), qualitative research is a kind of research that does not consist of any calculating or numbering. It means that the data of qualitative research in written or oral words form. Moreover, under Gay (1996) , descriptive research means collecting data with the attention of answering questions about the opinions of people regarding the issues. It indicates that descriptive research is one way of research by describing and interpreting the subject with reality.

The subject of this research consists of three classes. In detail, the subject was the fifth semester in 2020/2021 students of the English Study Program at IAIN Curup. The researcher took the subject by using purposive sampling. Purposive sampling is one of the most common sampling techniques in which the participants are selected depending on the criteria relevant to the research question. It means the researcher took the subject based on the considerations that related to the aim of the research.

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

The way the researcher gets the data needed in research activity is usually known as a technique of collecting data. Creswell explained that collecting data requires data and information taken from observation and interviews. Researchers used those techniques for data triangulation so that data analysis is valid. In this research, the researcher held a meeting between the interviewer and interviewee to get information about what are students' and lecturers' problems in online learning speaking classes, and also the efforts to overcome the

problem. In this research, the researcher employed semi-structured interviews. The respondents or the students and lecturers were given some questions about their problems, and efforts to cope with the problems in online learning speaking class.

In this research, to analyze the data the researcher used descriptive qualitative analysis. The researcher used an observation model analysis involving collecting the data, reducing the data presenting the data, and drawing conclusions. The researcher analyzes the student's and lecturers' problems in online speaking classes using interactive model analysis of the data expended by Huberman & Miles (2012). There are three main components, they are reduction of the data, presentation or display of the data, and verification or conclusion.

1. Reduction of the data: It was the process whereby the mass of qualitative data is reduced and organized. At this phase, the researcher attempts and get rid of all irrelevant information. The procedures used to analyze the data in this research were: (a) the researcher gathered the data through interview, (b) the researcher transcribed, selected, and focused on the data by referring to the research problems based on the students and lecturer's problems and also the effort to overcome the problems of English Study Program at IAIN Curup. It was needed for the next phase which was data display thus there was no displayed recurred data.

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

3. Conclusion: The last phase of analyzing the data of the research is the conclusion. Concluding is the process of drawing the content of data collected in the form of a statement. The conclusion of descriptive qualitative research is the new finding. It can be a clear description from an unclear one. The conclusion of this research was the description of the students' and lecturers' problems and also their efforts to overcome the problems in the online learning speaking class of the English Study Program at IAIN Curup.

Results and Discussion
Results
Students' problems in online learning speaking class
Based on the interview result or research that has been carried out for approximately 10 days, the researcher used interview techniques to collect data, the researcher interviewed 6 students and 1 lecturer based on the criteria. After analyzing the data about students' problems in online learning speaking classes, 2 factors caused the problems, the first internal factors are psychological aspects and linguistic aspects. Second: environmental aspect, teaching strategies, and technical side. It will be discussed below:

1. Internal Factors
Some students experience problems in psychological aspects. Based on interviews with 6 students, it turns out that 3 students answered that they still experienced a lack of confidence, feeling shy, and lack of motivation. It was following:

> *"Student 1: When speaking in front of the camera or when taking an online learning speaking class, I still feel nervous, shy, and lack confidence even though the audience does not see it in person but it still makes me nervous due to several factors, such as my limited vocabularies".*

> *"Student 6: In my opinion, since online learning, especially in speaking classes, which should have a lot of practice speaking in public, online classes have become hampered. At first, I was very confident to learn to speak, but then I got down again and I felt that my speaking skills did not increase and even motivation is still lacking compared to when face to face".*

> *"Student 3: Sometimes I feel less confident when I get an impromptu topic, but even so I keep trying even though it is not fluent".*

So, from the students' answers above, they still experienced problems in psychological aspects.

Students' problems in Linguistics aspects (Worrying for making grammatical errors, worrying for making pronunciation errors, Vocabulary knowledge is still low, Inhabitation, and Fear of making mistakes because friends will laugh). From the interview with 6 students, they still worry about making mistakes in grammatical, and pronunciation, and they still lack vocabulary. This is a factor that causes them to not be able to speak fluently. It was following:

> *"Student 1: The problem that I often face in the linguistic aspect is the fear of making grammatical mistakes".*

> *"Student 2: The problem is lack of vocabulary to make a sentence".*

> *"Student 3: I often experience vocabulary problems, in other words, the vocabulary that I master is not too much. The limited vocabulary makes it difficult for me to convey ideas or topics in online learning speaking class".*

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

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

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

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

2. External Factors

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

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

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

Method of teaching and learning speaking in the class, the lecturer was too fast in giving materials, and the students felt bored). Based on an interview with 6 students, the results are some students feel bored with the lecturers' strategy, some students feel that the lecturer was too fast in giving materials, following:

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

> *"Student 2: It depends on the lecturer, if explained by the lecturer it is quite clear, but sometimes the lecturer only provides material via PDF without being explained so that it is difficult to understand".*

> *"Student 3: In lecturers' strategy sometimes I feel bored when the strategy used is only monotonous or only uses that method even though the material is not that anymore and sometimes bad signal disturb lectures' explanation".*

> *"Student 4: maybe an opportunity, sometimes it's cool to speak but the time is up or sometimes the network is cut off, and sometimes when the lecturer wants to catch up on material, it's not clear and too fast. For lecturer's instruction sometimes I don't understand, for example when the lecturer gives instructions on making videos with some rules, but because I don't understand the instructions, the videos I make are wrong".*

> *"Student 6: ...and sometimes when the lecturer wants to reach the target, the discussion of the material is accelerated and he has to find the material himself, but there must be a question-and-answer session so that the material is clear".*

The technical side is so important to support online learning; the problems of the technical side are the very inhibiting implementation of online learning speaking class because, without preparation from this aspect, we cannot join the online class. The fact, based on

interviews with 6 students, there are still students who face this problem such as the followings:

> *"Student 1: For online learning facilities or media, Alhamdulillah it is quite adequate, and the problems are signal and quota, because sometimes the sim card I use is disconnected, or I forget to check the quota so when online learning is in progress I run out of the quota".*

> *"Student 2: In media, problems are adequate, the problems are only about the network".*

> *"Student 3: The problem with the media that I experienced is that the battery I use is wasteful, so sometimes I have to charge my handphone or laptop during following online learning speaking class".*

> *"Student 6: Usually what I experience is a problem on the network, and it hinders learning".*

Based on the result of the interview, in addition to these problems, it turns out that there are several other problems faced by students, for example, financial problems with providing quota to follow online classes, power failure, discussion group problems, residence location, video task, and lack of concentration such as the followings:

> *"Student 1: Yes, for example, financial problems. Preparing for online learning needs, of course, it requires a lot of quota, especially when typing using the Zoom platform, which of course takes up a lot of quota. Here I have a little objection to financial problems".*

> *"Student 2: In addition to the problems mentioned above, there is one problem that makes me quite worried, namely when the lights go out for a whole day because the card I use is 3 or axis, so when the electricity goes out, the network is disrupted or even when the power goes out. rain, it also greatly affects my signal".*

> *"Students 3: Other problems, for example, when there is a division of discussion groups, while learning is done online, I find it complicated, sometimes there are people who can join the chat group, and sometimes there are also those who are not present, and in making assignments, sometimes not all of the students participated in the making. Even when the presentation was, some were not present ".*

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

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

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

Lecturers' problems in online learning speaking class
The data associated with the lecturers' problems in teaching online speaking classes were collected from interviews, the researcher interviewed 2 lecturers based on purposive sampling. Researchers find 2 factors cause the problems, there are internal and external factors. These data were obtained from participants. Based on an interview with 1 lecturer, there are problems faced by lecturers in online learning speaking classes, the first is internal problems such as problems in teaching strategy, managing online classes, computer literacy, and motivation such as the following:

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

So, from the lecturer's answer above, it can be concluded that the internal problems, the lecturer faced during online learning speaking class were difficulty in mastering the use of the application, applying teaching strategies difficulty to apply for pair and group work, and the lecturer could not directly check student performance, because the time limited.

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

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

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

Students' efforts to overcome the problems

After interviews with 6 students, there are answers to students' efforts to overcome the problem, based on factors of the problem, internal factors (psychological aspect and linguistic aspect), and external factors (environmental aspect, teaching strategies, and technical side). It is explained below:

1. Internal Factors

Based on interview results, there are some efforts made by students who experience a lack of confidence, shyness, and lack of motivation, and the results are preparing material well before the class starts, always practice to speak in front of the mirror, and so on. The results of the interview will be explained below:

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

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

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

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

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

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

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

Some efforts made by students to cope with linguistics problems, such as worrying about grammatical errors, pronunciation errors, and lack of vocabulary are doing grammar practice questions, increasing vocabulary by watching movies, listening to music, and watching YouTube videos about the correct pronunciation of vocabulary. The results of the interview is presented below:

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

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

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

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

"Student 5: Write a new vocabulary and memorize it".

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

2. External Factors

Based on interviews with 6 students, there are some efforts made by students, such as: greeting them and getting their attention for example by asking small things, and looking for a partner who wants to improve their speaking skills. It is presented below:

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

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

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

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

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

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

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

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

"Student 2: If I feel bored with the lecturer's strategy, what I do is intersperse it with other activities, such as opening social media".

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

"Student 4: Invite friends to discuss in group chat".

"Student 5: I still follow the lesson while doing other activities". "Student 6: keep up with learning".

Based on interviews with some students, the efforts made by students to cope with limited tools, quota, and an internet connection, are joining with another friend, or hotspot. The result of the interview is explained below:

"Student 1: One way is to borrow from other friends, but with students from other study programs that are not being used at that time".

"Student 2: Prepare 2 sim cards to anticipate network loss".

"Student 3: Usually if my laptop has problems, I join a close friend".

"Student 4: Borrowing with friends".

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

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

Lecturers' Efforts to overcome the problems

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

1. Lecturers' efforts to overcome internal problems

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

"Lecturer 1: First, I must have high motivation to teach in online classes, so that students also feel enthusiastic about learning, then I also have to prepare learning tools such as lesson plans, and syllabus, and also prepare learning media such as PowerPoint, journal, and so on. To increase my ICT skills usually I also share with

friends about using an application and even I combine several applications to support online learning".

2. Lecturer's efforts to overcome the external problems

The efforts are given a special assignment for students who feel a lack of confidence and are shy. The first factor of lack of confidence and shyness is caused by the lack of vocabulary, so students are given some new support and rewards to students. It was the following bellow:

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

Discussion

Students' problems in online learning speaking class

In online learning speaking class, the class is certainly different from face-to-face learning which then creates new problems. In this case, students of the fifth semester in 2020/2021 considered that the factors causing the problems are Internal factors Psychological Aspects, and Linguistics. External factors are Environmental, teaching strategies, and Technical Issues. In the psychological aspect, the problems are some of them experienced a of lack confidence, shyness, and lack of motivation. In the linguistic aspect, the problems are worrying about grammatical and pronunciation errors, worrying about making mistakes and they do not get a good response from other students and lecturers the last problem is limited tools, quota, and internet connection.

This aspect becomes something crucial for the students it can help students easier to deliver a topic of speaking. This thing is evidenced by the results of interviews result from 6 students, almost all of them experienced some of these problems. Where these problems were very influential in the success of speaking skills. In environmental Aspects, based on interview results, the researcher found some problems with environmental aspects, such as Less attention from other audiences, lack of friends' response, and lack of support from other friends to improve speaking skills. In the Teaching strategies aspect, based on interview results, the researcher found some problems faced by students in teaching strategies applied by lecture, the problems are the teaching strategies are boring.

This is in line with the research conducted by Heriansyah (2012)entitled Speaking Problems Faced by The English Department Students of Syiah Kuala University, based on the results, there were 5 difficulties, such as (1) Not being brave enough to speak, (2) not being confident to speak, (3) not use to talking in the class, (4) being afraid of speaking and (5) difficult to express words or sentence. Another finding that relates to the finding is the research conducted by Dyah Sih Pratiwi. The results of this research indicated that the students have some problems and difficulties in practicing speaking subjects during the pandemic, namely: (1) Less vocabulary, (2) Pronunciation errors, (3) Worrying about

making grammatical errors, (4) Lack of technology, (5) Lack of motivation, (6) Understanding the conversation.

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

This is in line with the research by Anugrah (2021) entitled An Analysis of teachers challenges through online learning during the COVID-19 Pandemic. The result of the research is there are some problems in teaching online learning speaking classes, such as (1) lack of interaction, (2) lack of knowledge about software for online learning, (3) lack of ways to apply various teaching methods, (4) The students did not fully understand the features of online learning, (5) The students were less of-motivated in following the online learning because they thought online learning is not a real learning.

Students' efforts to overcome the problems
Based on the results of the interviews, there are some efforts made by student to cope with the problems such as (1) preparing the material well, (2) always increasing vocabulary and practice to pronouns and some words in the correct pronunciation (3) learn through games, listening music and watching movie always practice to speak alone (4) read and do exercise of grammar (5) They make their opportunity for practice in using language inside and outside classroom, (6) Always motivate to be braver. These efforts are crucial to the characteristics of successful language learners in learning a second or foreign language.
This is in line with the research conducted by Hendra Heriansyah entitled "Speaking Problems Faced by the English Department Students of Syiah Kuala University". Of the students' efforts to cope with their difficulties in learning to speak, they were (1) Practicing English with friends, (2) trying to be braver in speaking, (3) making sentences from difficult words, (4) reading English grammar books, (5) practice English by themselves, (6) listening English conversation, (7) Studying 12 tenses.

Another finding is research conducted by Lazim (2021), entitled "An Analysis of Students' Difficulties in Speaking Through Online Learning During Covid-19 Pandemic A Case Study of First Year English Education Department Students in IAIN Salatiga" This research found the solution for the students in dealing with difficulties in speaking through online learning are (a) learning independently from any websites from internet (b) they can improve their speaking skill through listening music, watching movies (c) they can get used to speaking in English by practicing conversation with themselves, friend and family.

Lecturers' efforts to overcome the problems
The result of an interview about lecturers' efforts to cope with the problems, is (1) give the students a special assignment, (2) ask the students to record their speaking, (3) give students

notes about vocabularies and basic grammar, (4) Do approach and give psychology motivation (4) Sharing with friends who apply online learning system about the suitable application to use in online learning (5) Provide other alternative application or combine two or more applications of online learning. This is in line with the research by Anugrah (2021) entitled An Analysis of teachers through online learning during Covid 19 Pandemic the result of this research are, (1) providing more intensive communication between the lecturers and students, (2) making WhatsApp group, (3) The lecturers had done many discussions with their colleagues, (5) watch YouTube and follow seminar or workshop that were available (6) The students asked to get feedback about the teaching method that was applied by the teachers40.

Conclusion
The followings are some conclusions drawn from the results and discussion of this study presented in the previous sections. First, students' problems in online learning speaking classes in internal factors (Psychological Aspect and linguistics aspect). Psychological aspects consist lack of confidence, feeling shy, and lack of motivation, in linguistics aspect, they experienced worrying about grammatical and pronunciation errors. In external Factors, in the environmental aspect, they experienced less respect and attention, in teaching strategies they experienced that sometimes the lecturers were too fast in giving material and some of them still experienced limited tools and limited internet connection and quota. Second, their solution to cope with problems is, to always practice speaking alone in front of the mirror, always increase their vocabularies, and also always do exercises in basic grammar, and join with another friend. Third lecturers' problems in online speaking classes are difficulty in understanding the features of an application, difficulty in applying learning strategies, such as applying pair work and group work methods lack of readiness of the students, and also lack of awareness of the students to open the camera and fourth their efforts are sharing with another friends, give them a special assignment, and always motivate the students.

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