

Chapter One

Introduction

This chapter describes parts of the background of the study. This chapter presents several important points mentioned in this chapter. Specifically, this chapter talks about the background of the study to explain the problems of the research. After that, the researcher presents the identification of problem. Then, this research shows delimitation of problem. Afterwards, this research mentioned the research questions related to the topic, the objectives of the research, the significance of the research. At the end of this chapter, this research presents organization of the research.

Background of the Study

Speaking is one of the four main skills in English which the English Foreign Language (EFL) students should master in order to learn English because speaking is very important in second language learning. This is in line with Bahadorfar and Omidvar (2014) that the most important skill in learning a second or foreign language is speaking. In addition, Ur stated that speaking is one of the most crucial of the four language skills because individuals who acquire a language are considered to be speakers of that language (as cited in Leong & Ahmadi, 2017, p. 34). Speaking is important skill to learn because by speaking students can express their own ideas and students feel more involved in the learning process. The more they can express themselves, the better their ability to communicate.

The activities of speaking usually conduct where the speakers speak in front of the audience directly. Speaking in front of the audience students feel more challenged or can feel the real situation in the practice of speaking English if in a real class. However, that condition can happen in the situation before pandemic came where people can communicate face to face directly. Therefore, what if it happened in the situation right now where people are limited to communicate directly because of Covid-19 Pandemic.

Considering to the situation right now, during Covid-19 Pandemic outbreaks, almost all around the world has impact because of pandemic especially in education sector, where the educational institution implemented the online learning system for teaching and learning process. Fitriani et al. (2020) argued online learning is considered to be the most effective method of teaching and learning in the midst of the Covid-19 Pandemic. Whereas, the learning systems in online learning are different than face to face class or offline class. Online learning is a virtual learning method where the course content of teaching and learning process is delivered using technology and the internet, where students and teachers do not meet face to face in the classroom as usual. According to Chakraborty and Nafukho (2021), online learning is defined as a medium where the material is conveyed via the Internet. So, there is learning barriers for students in learning English especially speaking skills. Usually, it easy to speak face to face to communicate in normal life. But how if it happened now at this time situation where people are limited to communicate each other directly.

In English Language Education Department (ELED) at one of Private Islamic university in Yogyakarta offer some courses which focus on speaking skill. The courses are Listening and Speaking for Daily Conversation, Listening and Speaking for Formal Setting, Listening and Speaking for Academic Purposes, and Listening and Speaking for Career Development. The systems are changed into online learning where the students and lecturers conduct the class using online platforms as the media to support online learning process run smoothly. Rasmitadila et al. (2020) argued that the learning materials in online learning will be deliver from the media or platforms such as video, YouTube, WhatsApp, Google Forms, Worksheets, and Zoom. There is a benefit in online learning, one of it is online learning is very flexible because students can participate to join the class anywhere using their laptop or smartphone. Dung (2020) stated that the student can benefit from a more flexible with online classes that conveniently suit their available time and place. However, some students still have challenges in learning speaking skill in online classroom. Students in ELED are prospective teachers and they will be a teacher in the future to teach English in the class. That is why students as prospective teachers should master speaking skills well in order to communicate with students during the implementation of learning in the classroom.

Based on the researchers' preliminary interview which happens in the Islamic private university of Yogyakarta. Some students are less active in the online English speaking class because their engagement in online classroom is lack. Then, the students still need time to adapt to new learning method in the

learning process in the online classroom and because the video of the materials given by the teacher is too long and make students lazy to participate in the class, so they do not practice their speaking ability. This can influence their understanding about the material because some of students feel that they can understand the material well if the class is face to face rather than in online learning. Poor internet connection, such as when speaking in a monologue or interactive way when the internet is bad, miscommunication can occur and the voice is not clear, then students also feel not encourage to speak because of a bad connection.

Therefore, the purpose of this study is to investigate the process of activities in learning speaking by the students in online classroom and to find out challenges faced by the students in learning speaking in online classroom based on their perception.

Identification of Problem

The learning process of ELED in one of private Islamic university in Yogyakarta, during Covid-19 Pandemic the students learn English virtually or online learning. The first problem, it looks easy if learning is done in a face-to-face class, but what if it is done online. That is why problems arise when a pandemic disrupts the education sector. It will affect the way students learn English. In online learning, one of the teaching and learning processes that is greatly affected is English language learning. Teachers are restricted and regulated from meeting their students in class. Speaking activities ensure EFL learners communicate actively in the target language. Thus, a person's fluency in using the

target language orally is largely determined by how well they learn speaking skills. As we know that, speaking is the difficult task for EFL students to learn. However, to improve speaking skills, practice or face-to-face interaction is needed because learning the speaking aspect itself has its own complexity so that a good focus is needed during the learning process.

Based on the preliminary interview of the participants, the problem occurred because students can manipulate the speaking assignment by reading a text they prepared and it had no impact on their ability to speak. The researcher believes that reading is not speaking because students should comprehend the topic and how to convey their speaking ability in their own words.

Based on the finding from Pratiwi and Prihatini (2021), the problems of speaking in online learning during the Covid-19 Pandemic are low motivation of students and students have less vocabularies. Most of students feel shy to speak because they are afraid of making mistakes when they speak so they have low motivation in learning speaking through online learning. Then, students inhibit to speak because they still have limited vocabulary, which make them difficult in doing speaking through online learning.

Delimitation of Problem

In this research the researcher only focuses on the students' perceptions of speaking activities conducted in online mode both synchronous and asynchronous meeting. The researcher investigates the speaking activities and challenges faced by the students in online English speaking classroom.

In order to make this analysis more efficient, the researcher restricts the study's exploration to a certain point. First, the researcher investigates how are the speaking activities done by the students through online mode both synchronous and asynchronous meeting. Second, the researcher will analyze the challenges faced by students in learning speaking in online classroom based on their experience. Third, the participants of this study are six students from ELED in an Islamic Private University in Yogyakarta.

Research Question

The researcher has proposed the research questions for this research. There will be two research questions as a research guideline. The questions are:

1. How are the activities done in online English speaking learning activities experienced by the students during the Covid-19 Pandemic?
2. What are the students' challenges in online English speaking learning during the Covid-19 Pandemic?

The Objectives of the Research

Based on the research question, the objectives of the research are:

1. To investigate the activities done in online English speaking learning during the Covid-19 Pandemic based on students' perceptions and their experience.
2. To explore the challenges for students in online English speaking learning during the Covid-19 Pandemic based on students' perceptions and their experience.

The Significance of the Research

The study is intended to support and have a positive effect in several areas for students, teachers, potential researcher, and institution.

For the students. This is can be useful for students because this can become information for students about the activities and the challenges related to speaking activities in online classroom. Students' may know the process of online speaking learning and students' may can relate to their experience and can find the solution from the challenges and the activities in speaking in online classroom.

For the teachers. Teachers can further understand about the challenges faced in learning speaking in online class and find some references about speaking activities for their online speaking learning. Through this research, teachers may find solutions for their teaching.

For other researchers. The findings of this research analysis can be used by other researchers who are interested to explore the same area of study. The results of this research are also expected to be a further reference for those who want to research the same area of study from different perspectives and purposes.

For the institution. This research is also useful for institutions because the institution will get references and suggestions to improve learning practices so that lecturers become more creative, effective and efficient so that the quality of learning and student learning outcomes increases.

Organization of the Research

This research contains five chapters. Chapter one consists of the background of the research, identification of the problem, delimitation of the problem, research questions, objective of the research, the significance of the research, and the organization of the research.

Then, chapter two is the literature review. It provides the general information of students' perception and this chapter explains the theory related to the overview on the use of speaking skill in online learning.

Chapter three is the methodology. This chapter explains how the research will be conducted by the researcher. This chapter discusses the methods, the instruments, the participants, settings, and data gathering techniques. In this chapter, the researcher also explains how to analyze the data.

Chapter four contains the finding and discussion. This chapter presents the result of data analysis. The findings include the students' experience in the speaking activities conducted in an online mode both synchronous and asynchronous meetings during the Covid-19 Pandemic. It also explored the students' challenges in learning online English speaking during the Covid-19 Pandemic.

Chapter five consists of the conclusion and recommendation which explains the general answers to the research questions and the recommendations from the researcher. The recommendations are given to teachers, students, and other researchers.