LECTURERS' BARRIERS IN TEACHING SPEAKING SKILL DURING ONLINE AT ENGLISH EDUCATION PROGRAM

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ABSTRACT

This research specifically explores the barriers as experienced by English lecturer in teaching speaking skill during online learning at English Study Program Muhammadiyah University of Bengkulu. This study is a descriptive analysis with phenomenological approach, which conducts in-depth interview towards five students and lecturers who were following speaking class during online learning. The results demonstrate the barriers faced in teaching speaking online namely unstable connection of internet media, not good the quality of video, not all students can access internet media and choose media for learning. Moreover, can not give feedback directly, students do not understand the material, and lecturers cannot develop the method. Furthermore, teaching targets, students cannot understand the material, and lecturers can not evaluate students performance directly. The conclussion obtains the barriers that faced by internet connection unstable, the quality of video, many students can access the media, cannot give feedback directly, don't understand the material and lecturers cannot vary the method. Students cannot understand the materials and evaluate students performance directly.

Keywords: *Barriers, Teaching, Speaking, Online, Learning.*

A. INTRODUCTION

Speaking is very important skill for English students due to this skill can be used for telling idea and give argumentation towards what they are thinking about. The goal of speaking skill is to communicate efficiently. Speaking skill is one of English skills, which is supported by learning of language elements, namely structure, vocabulary, pronunciation and spelling as well. Moreover, speaking ability as the ability to express and report someone' life situation. Freeman, as cited Sholihin (2013:2), states speaking ability is more complex and difficult rather than what we assume, and this is like other cases in language study, which naturalizes in many cases for language teachers. This means as speaking ability for students in expressing their ideas orally.

During Covid-19, the lecturers must teach speaking by online learning. This, learning activity which can be done by using internet application. Online learning is made to overcome due to the limitations between educators and students, especially in

terms of time, space, conditions, and circumstances as well (Darmawan, 2014). In teaching speaking through online learning means the lecturers teach the students through online devices, such as; laptop and smarthphone by using online application *(Whatsapp, Google Classroom, and Zoom)*. This e-learning approach is adopted in facilitating online language learning especially for speaking and conversations. Hence, allowing online facilitators to structure online communication for helping generate a sense of community, and provide social cues in order to encourage social interactions and create trust (Mather, 2000).

During conducting online distribution system and has several barriers. Ahmad (2016) says a phenomenon in EFL learning requires a lot of practice for its application also experiences obstacles when it is applied. In teaching speaking with distance or online learning, there are many barriers that should be faced by lecturers, the absence of a representative e-learning platform, time consuming to prepare materials of online learning activities, and unstable internet connection and limited quota. Nashruddin, Alam, and Tanasy (2020) confirm that some students live in remote rural areas that are not covered by the internet. In addition, their cellular network is sometimes unstable due to the geographical location which is quite far from the signal coverage. This is a crucial barrier that must be faced by English lecturers while teaching speaking by online.

The barriers of teaching speaking by online are also happened in teaching learning process in the Univeristy of Muhhamadiyah Bengkulu, one of barries are related to the unstable network of internet connection. Another is the unpreparedness of teachers for online learning. These are due to the transition within Covid-19 pandemic. A number of lecturers do not have ICT skills, as a result they are unable to adapt the change, namely technology and information-based learning. But they must implement the ICT learning.

In teaching speaking at English Education Study Program of UMB, the lecturers also face some barriers related to the teaching speaking by online. Based on the interview results, some barries are found many barries in conducting the distance learning; internet signal, and learning cannot be controlled. The lecturers may get confuse to apply some strategies in speaking class; must be creative to create the various strategies in teaching speaking.

From the description above, it is understandable that online learning is an alternative solution for learning process within Pandemic' condition. Therefore, the researcher conducted a research entitled "Lecturers' Barriers in Teaching Speaking Skill during Online at English Education Program". This research focuses on speaking skill, since this skill is considered difficult to be taught by online learning.

Teachers might face a number of barriers in making students perform speaking activities. These challenges can be from external sources, from students and teacher's confidence levels can be a challenge in itself. Speaking activities in large classes can produce noise and disturb the adjacent classes. To avoid this, teachers can suggest the students to do some activities in low voice; one can ask the teacher next door to excuse

the noise from the class for some time until students adjust. Secondly, the seating arrangement and space available in classroom can be a challenge. In this case, alternative seating arrangements can be made, activities where there is less student movement can be preferred, class can be shifted to open area and student monitors for each group can be arranged to monitor student's progress. Students speaking in their native language can be another challenge. To solve this, students can be given rewards to speak in English. Another kind of reinforcement is by assigning higher marks to students who speak more in target language. Time constraint is also a challenge before teachers. A good lesson plan can help in managing time and students can be asked to do preparations before the arrival of teacher helping to begin the activity immediately. Making passive or introvert students to participate actively in activities a challenge. This can be tackled by making students work in pairs, giving a define role to each member of the group and designing activities keeping in mind the interest of the students.

Al-Senaidi, Lin & Poirot (2009) classify barriers to ICT integration in teaching into two types:external or first-order barriers, which relate to thelimited resources, lack of time, lack of technical support,and technical problem, and the internal or second-orderbarriers, which relate to the teachers' attitudes to ICTsuch as lack of confidence, resistance to change andnegative attitudes, and no perception of benefits (Ertmer,1999; Snoeyink and Ertmer, 2001). Moreover, there are some barriers of teaching speaking in online learning amidst global pandemic (Nugroho et al, 2020); (1) the absence of a representative e-learning platform. The results of their research, almost all participants stated that the university did not have a representative e-learning platform. Through the semi-structured interview, one of the participants told that university was developing a digital platform to conduct online teaching. However, at the time of data collection, development was still on going and instructors as well as the students were not familiar enough with the platform. (2) time consuming to prepare materials of online learning activities. Through the self-written reflections, the teachers confess that they encounter difficulties in creating materials that suit the learners' needs and are easy to learn via online learning setting. Most of the participants inform that they have to invest a lot of time thinking and designing appropriate materials of the online teaching. (3) Unstable internet connection and limited quota Internet access and network connection become the primary needs to conduct an online teaching and learning activity. The data analysis revealed that one of the challenges encountered by the teachers was unstable internet connection and limited quota, especially experienced by their students. In addition, the financial condition of the students and their family also generated another problem. Some of the students confessed that they could only afford limited internet quota that was not sufficient to comfortably join the online learning activities. (4) Lack of students' motivation and engagement

Furthermore, lack of students' motivation and engagement in online learning activities seemed to be a serious problem that should be solved. From the data analysis it was scrutinized that the students could not understand the teachers' instructions

although the instructions were given, even written clearly. It was simply because they do not carefully read and understand the teachers' instructions. They sometimes skipped the instructions that have written a bit longer. (5) Needs for professional developments and trainings. Most of the participants stated that they needed professional development programs and training, especially with regards to the knowledge of technology integration in English language learning. Therefore, they would not encounter technical problems when they have to conduct online teaching like what they did during this global pandemic.

From the description above, it is understandable that online learning is an alternative solution for learning process within Pandemic' condition. Therefore, the researcher conducted a research entitled "Lecturers' Barriers in Teaching Speaking Skill during Online at English Education Program". This research focuses on speaking skill, since this skill is considered difficult to be taught by online learning.

B. RESEARCH METHODOLOGY

This study is a descriptive analysis with phenomenological approach. Phenomenological approach concerns on the study of experience from individual and relates to a persons' asumptions about the events the experiences, and this approach tries to describe the event experienced by the individual. In this study describes the barrriers that face by the lecturers in teaching speaking online to find out the barriers experienced in teaching speaking by online learning.

In phenomenology approach the subject of the research can be one person. So, in this study the subject only one respondent. The subject of this research is the lecturer who teach speaking in English Study Program of Muhammadiyah University of Bengkulu. In this research, the researcher uses in-depth interview to obtain data. By using in-depth interview the researcher know what are the barriers that face by respondents in teaching speaking online. In interview section, researchers give some questions about the barrierrs in teaching speaking online, such as barrirers in using technology, barriers in prepare materials, barriers in interrnet connection, student' motivation and angegement.

C. FINDINGS

Based on the results of analysis on online teaching of speaking are obtained some forms of barries, as as follows.

3.1 Lecturers' Barriers in Teaching Speaking

According to the results of interview, researchers are found some forms of barries are faced by English lecturer.

3.1.1 Using Teaching Media

1. Internet connection unstable

> **"**Sebenarnya kendalanya itu terdapat pada jaringan internet. Terkadang pada saat proses pembelajaran berlangsung tiba- tiba jaringan internet buruk sehingga meyebabkan proses pembelajaran menjadi terganggu". (Respondent, RPA, 2021).

Based on quotation above, the first barriers are faced by English lecturer in teaching speaking online is unstable of internet connection. In online learning, internet is important thing which must be considered. By using internet teaching and leaning cannot be continued and access the media that they used in leaning speaking during online. The teaching and learning process, students and lecture must be have good internet connection because if internet connection unstable teaching learinng was disturb. It is also faced by English lecturer who teach speaking online. She said that the barriers in teaching speaking online is internet connection unstable, So that teaching learning speaking online not effective, and student cannot learn speaking well.

2. Unable to access media

> "Untuk zoom sendiri sebenarnya hanya 30% karena seperti yang saya bilang tidak semua mahasiswa dalam koneksi internet yang baik dan tidak mudah untuk membuat semua mahasiswa duduk di satu waktu. Jadi untuk zoom ini digunakan di waktu- waktu tertetu saja."(Respondent, RPA, 2021).

In teaching speaking online the lecturer used media teaching process. Based on the result of interview that one of the media that used by the respondent is zoom. Sometimes in teaching speaking the respondent used it, but not all students can access the media. These cause the students in different places and they in away place. In their places internet connection is unstable so that why they can't access the media that they use in teaching learning speaking online. Because the internet in their area unstable.

3. The Video Is Not Good

> "Sebenarnya kendala yang hadapi yaitu terkadang ada sound atau suara anak yang kecil walaupun saya sudah memakai earphone untuk membantu saya mendengarkan suara anak tetapi tetap saja suaranya kurang jelas". (Respondent, RPA, 2021).

In speaking online the lecturer asked the students made video as the task, but not all video that students' submitted not good of quality. Some of them the sounds in the video too small, and also some of the word their pronounce not clear. While when the lecturer hearing and watching the video she used headset. The factor why students' video is not good is when they made the video the Hand phone that they used as a audio too close with their mouth. And position the camera is not right so that the students are too close. Because of the mistakes made the video not good of quality.

4. Choosing Media

> "sebenarnya pemilihan media juga menjadi kendala dalam pengajaran speaking secara online ini.banyak hal yang harus dipertimbangkan ketika akan memilih media apa yang akan digunakan, seperti apakah mahasiswa mampu megakses media tersebut, akses internet mereka lancar atau tidak dan juga apakah mereka mampu menggunakan media tersebut serta dengan media tesebut apakah cukup untuk mejelaskn materi yang akan diajar atau malah mambutuhkan media lain sebagai penunjangnya". (Respondent, RPA, 2021).

The respondent said that she have barriers in choosing media because when using media have a lot of consideration like is the students can access the media. In the fact not all students can access the media, so that why the lecturers have to pay attention the situation before they used the media,another statement by respondents explained below,

3.1.2 Teaching Material

1. Students Cannot Understand The Material of teaching.

> "Oh tidak, seperti yang saya katakan banyak kendala yang dihadapi oleh mahasiswa ketika belajar online ini seperti ketika mereka tidak mengerti dengan istilah- istilah tertentu yang tidak saya jelaskan di dalam video namun, mereka tidak dapat menanyakannya secara langsung".(Respondent, RPA, 2021).

Teaching speaking online using video to sent the material. in the video the lecturers explained the material that they study. But, not all the students can understand what the explanation about. A part of them don't know about all of the material and they can asked the lecturers directly like in speaking offline because they watch the video not in the class room and listen lecturers' explanation.

2. Cannot Give Feedback Direcly

> *" Melalui forum chat yang dibuat tadi atau biasanya mereka bisa langsung chat saya tapi saya keep dulu pertanyaan mereka kemudian ketika saya menggunakan zoom baru disana saya bahas pertanyaan mereka".(Respondent, RPA, 2021).*

When students wanted ask to lecturers they must chat the lectures and waiting for the answer. Sometimes the lecturers keep the questions then she answer or explain what the students' don't understand in forum dicussion. Usually the forum discussion held on next meeting. So the students cannot ask directly to lecturers.

3. Method Variation

> *"Kalau di speaking secara offline biasanya saya meggunakan direct method ya tetapi di speaking secara online ini saya tidak bisa meggunakan metode tersebut. Susahnya mengajar speaking secara online ini kita tdak bisa meggunkan direct method seharusnya kan speaking ini menggunakan direct method karena langsung melihat gesture dan speaking mahasiswa, Disana letak perbedaan methodnya".(Respondent, RPA, 2021).*

The method in speaking online just sent the video then gave feedback through discussion forum. In speaking online cannot using direct method because speaking online using media and the students and lecturers in different places so to connect them must using the media.

3.1.3 Teaching Target

1. Cannot Give Evaluation Directly

> *"kendalanya seperti saat mereka performance saya tidak dapat memberikan evaluasi secara langsung. Melalui video mereka terkadang ada suara yang telalau kecil sehingga saya tidak mendengar dengan jelas ucapan mereka".(Respondent, RPA, 2021).*

The target of teaching speaking online is the student can speak English well. But, in the practice the lecturers can give evaluation directly. The student must wait for some moment to know their speaking skill, is their skill is good or not . And the video is not good of quality because their is sounds too small so their pronounce not clear. That's the barriers in teaching target.

2. Many Student Don't Understand Materials

> *"memahami materi speaking juga merupakan target dari speaking secara online. Jadi kedalanya banyak mahasiswa yang tidak memahami materi yang saya sampaikan".(Respondent, RPA, 2021).*

Understand the material is one of the target in teaching speaking skill. But in teaching learning proces many students don't understand the material. so the target of speaking online hard to achieve because not all student can understand what lecturers explained.

4.2 Students' Barriers in Following Speaking Online Learning

4.2.1 Using Learning Media

1. Internet Connection

> *"kadang jaringan internetnya lemot mbak jadi saaat ngumpulin tugasnya lama dan juga download videonya susah".(Informant, WA,2021)*

When the following speaking online the internet connection ia bad. Its causes to access the material and to sent the task the loading too long so that the student submitted the task lately. This argument also support by the second informant, she stated that because the signal internet is bad so she sent the task too long, (informant, NO, UFN, SNA, 2021) *"Tidak terlalu, karena di media youtube kita merekam video terlebih dahulu , kalaupun ada kendala hanya terkendala di sinyal dan juga video yang dibuat kurannya besar sehingga saat iupload mmbutuhkan aktu yan lama".*

2.Cannot Access Media
because of the internet connection is bad so the students cannot following the learning speaking online cause they cannot the media that used in learning speaking during online. Its suit with statement from informant NO, *"tergantung media apa yang digunakan jika zoom saya tidak dapat mengaksesnya karena sianyal di tempat saya buruk".* the same come from informant WA she argue that they can access media google classroom but for youtube and zoom they cannot access.

4.2.2 Learning Material

1. Cannot Understand the Material
In learning speaking online the lecturers sent the material by google classroom, youtube and zoom. The material like video and PDF, but from that they cannot understand, from PDF they cannot understand what is the PDF talk about and by video sometimes the find word that they don't know the meaning so that they confuse the about the material thet get. Statement above suitable with *"pada saat dosen memberikan materi kadanng ada beberapa materi yang tidak saya pahami",* (informant NO,WA ,2021).

2. Difficult to Sent the Task.

> *"Iya benar, mengupload tugas menggunakan YouTube menyita waktu yang cukup lama serta menghabiskan data internet dalam jumlah yang cukup besar," (Informant SNA, 2021).*

According informant SNA above , that she upload the task in the media like youtube need a long time to sent the task. Its happened because in her place the internet signal is not good so sending process disturb and need long time.

3.2.3 *Learning* Target
The target of learning speaking online is same of the target learning speaking offline are the students want to speak English well and can understand material that the lecturers explained. But in result is not same, the fact prove that many students cannot understand the material and about their speaking skill they must practice a lot to increase their ability. But to achieve the target the student faced some barriers are :

Student lack of practice; During online learning the student lack of practice speaking English so that their ability not increase. *"Ada, kesulitan di pronounciation"*, that quotation from informant NO, she state that she have barriers in pronounciation, she don't know is the word she pronounce corect or not, there is no correction her pronounciation.

2. Cannot Understand the Material.

"kendalanya paling ketika saya kurang memahami materi, seperti saat saya nonton video yang di kirimkan saya tidak bisa langsung bertanya kalau speaking secara langsung bertanya kalau ada yang belum mengerti sedangkan di speaking online ini tidak bisa. Dan juga terkendala pada sinyal jaringan yang buruk, ketika mau ngumpul jadi membutuhkan waktu yang lama". From the argue know that cannot understanding the material is barriers that faced by the informant on achieving the target of leraning speaking online. These argue support by informant WA, and SNA

D. DISCUSSION

The aims of this research were investigate the barriers that faced by English lecturers in teaching speaking skill during online at English Study Program of UMB. This study find out the some barriers that faced by lecturers in teaching speaking during online at English Study Program of UMB were internet connection unsteable, barriers in teaching material and barriers in teaching target.

The finding of this research showed that there are some barriers that lecturers faced in teaching speaking online such as, in using media the lecturers have barriers in internet connection unstable, the quality of video is not good, not all students can access the media that used in teaching learning speaking online and the last barriers in using media is barriers in choosing media that used in teaching learning process. The second barriers in field teaching material, first barriers is cannot give feedback directly, students don't understand the material and the lecturers cannot vary the method. The last barriers is in teaching target, the barriers that found are students cant understand the material and the lecturers can evaluate students performance directly. It was in line with theory from Nugroho et al, 2020, the barriers are The absence of a representative e-learning platform, Time consuming to prepare materials of online learning activities, Unstable internet connection and limited quota, Lack of students' motivation and engagement , and Needs for professional developments and trainings.

This research findings also confirmed some previous studies. The first is Nuraini (2016) entitled "The Barriers of Teaching Speaking English for EFL Learners". This research portraits the barriers in teaching speaking for EFL learner. The barriers in teaching speaking English come form two aspects: internal and external factors. Internal factors are native language, age, exposure, innate phonetic ability, identity and language ego, and motivation concern for good speaking English and external factors are teaching

speaking English at large class and learners' autonomy. Each barrier is connected with the available method used in teaching speaking English.

The second one is a research run by Setyawan (2020) entitled "Challenges On Teaching Online English Subject In Smk Negeri 1 Nawangan". This study found that poor internet access experienced by students of SMK Negeri 1 Nawangan is a major problem. Students are often slow to respond to the process of learning activities carried out online. In addition, teachers also cannot directly measure students' ability. To reduce internet access problems experienced by students, the school facilitates internet data packages for teachers and students. In the end, this research is expected to be useful for English language teachers, readers, and schools to obtain information and be able to develop the quality of education.

E. CONCLUSIONS

The conclusion of this study the barriers that lecturers faced in teaching speaking online; using media, the lecturers have barriers in internet connection unstable, the quality of video is not good, not all students can access the media are used in teaching learning speaking online and barriers in choosing media that used in teaching learning process. The barriers in field teaching material; cannot give feedback directly, students don't understand the material and lecturers cannot vary the method. The barriers in teaching target, students cannot understand the material and lecturers cannot evaluate students performance directly.

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