

## Student's Speaking Problems in Online Learning: A Systematic Research Review

Musleh Fajri  
IAIN Kediri, Indonesia  
muslehfajri2@gmail.com

Rohmani Nur Indah  
Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia  
indah@bsi.uin-malang.ac.id

### Article History

Received: 11 June 2022  
Reviewed: 13 July 2022  
Accepted: 11 September 2022  
Published: 30 September 2022

### Highlights

Several issues were faced by students to develop speaking skills during online learning

**ABSTRACT:** This study used a systematic review, namely the research process by identifying previous research. Furthermore, this research applied a systematic analysis method that identifies the literature available on Google Scholar. This method has been utilized to deliver unique investigate as well as offer assistance analysts to fundamentally analyze, assess and synthesize complex thoughts. The five phases of systematic literature review are: 1) Framing questions for review 2) Relevant work 3) Assessing study quality 4) Summarizing the evidence 5) Interpret findings. From the results of the review on some of journals, it can be understood that there are students' problems in speaking class. Most of students have difficulties in terms of grammar, vocabulary, pronunciation based on reviewing of journal article. However, they also have problems in their psychology in learning speaking. Regarding online learning reviews, online learning is one of the alternative solutions for the learning process, including for students and teachers, during the COVID-19 pandemic. Although it raises some problems, for teachers and students, all parties must be ready to implement it. So, online learning has had both positive and negative impacts.

**Keywords:** Online leaning, Student's speaking, Problem

### Introduction

In 2019, the world has acquired a problem that changes our life activities caused by a virus called covid-19. Several countries have experienced this problem, including Indonesia. Covid-19, the 2019 coronavirus disease (covid-19), has begun to disrupt the world of education which has hampered the student development process from the beginning of 2020 until now. Therefore, the Indonesian government issued a policy to prevent the spread of COVID-19 in all educational institutions to reduce crowd interaction. Hodges et al. (2020) said that distance teaching is a temporary shift from instructional delivery to alternative delivery modes due to the crisis of circumstances. This involves using a distance teaching solution for instruction or education that should be delivered face-to-face or as a mixed course and returning to that format after the crisis has passed.

One of the innovations in responding to this policy is to conduct online learning. However, this condition will be a challenge for all teachers to innovate in teaching and learning practices. Fitri (2021) said online learning is the best alternative for the Covid-19

pandemic because online learning can be done anywhere by teachers and students, especially for English teachers who teach speaking where speaking learning is a subject that must be mastered from four skills. As also stated by Ritonga and Siregar (2020), speaking is one of the most crucial talents to develop and improve in order to communicate effectively. The learning materials reviewed are more diverse, not only in terms of linguistic content, but also in terms of visual, audio, and motion content (Riyana, 2018). So, the teacher has a very important role to be responsible so that students can understand speaking skills so that learning in speaking learning can be maximized.

Online learning is very efficient in teaching and learning. However, online learning has flaws and has a negative impact on learners, particularly in terms of speaking skills. A "teaching" experience in a synchronous or asynchronous setting employing various devices (e.g., cell phones, computers, etc.) with internet connectivity is classified as online teaching (Dhawan, 2020). This is in line with Ali (2020), who believes that technology can be a delivery method and that cross-collaboration between instructional, content, and technology teams is essential. Murgartrod (2020) adds a number of specific flaws, including a lack of online information teaching infrastructure, a lack of teacher experience, and so on. Therefore, online defense in the speaking aspect has many problems faced by students in the speaking skill aspect, so it is recommended for teachers to give more motivation to students so that they can become active learners.

Speaking is considered one of the most difficult aspects of language learning. According to Brown (2003), speaking is the most important skill to master. It brings the ability to carry on a conversation. Nida (2020) found problems with their fluency in speaking are anxiety, nervousness, lack of confidence, pronunciation, and also limited vocabulary. As stated by Thurnbury (2005) that the problems faced by student speakers are divided into two main areas, namely the knowledge factor and the skill factor. Another thing, Anisa (2021) said they stopped talking because they faced psychological barriers or could not find suitable words and expressions. Furthermore, lack of vocabulary, limited knowledge of grammar, limited pronunciation, never practice speaking English, and lack of opportunities and nervousness are all issues that students face when learning to speak (Randi, 2020). Therefore, students are not only required to use grammar correctly or have good pronunciation and vocabulary but they are also required to know how to use the language.

The problems in learning speaking occur not only in on-site classroom but also in online learning process. In this context, Fitri (2021) said that students' problems in online speaking class are the lack of student motivation and participation, the use of the mother tongue, and the lack of learning equipment in the form of smartphones and internet quota. These problems were worsened by the lack of vocabulary so that when asked to speak English students are shy, afraid to make mistakes and they have no idea to speak directly (Fitri, 2021). However, it needs more empirical bases concerning this issue. Therefore, this research aimed at finding out students' problems in speaking skills during online learning process based on the systematic review of several journal articles.

### **Method**

This study used a systematic review, namely the research process by identifying previous

research. Synder (2019) says that systematic review can be defined as a research method and process to identify and critically assess relevant previous research, as well as to collect and analyze data from that research. This study uses a systematic analysis method that identifies the literature available on Google Scholar. The search process was carried out starting in March 2022 with the keyword students' speaking problems in online learning.

The goal of this systematic literature review is to give a broad picture of what's going on in education during the COVID-19 epidemic, with a focus on student issues in online learning. As a result, the five-phase approach provided by Khan et al., (2003) was adopted in this investigation. This strategy has been used to generate new research and to assist researchers in critically analyzing, evaluating, and synthesizing difficult concepts.

*Phase 1: Framing questions for review*

All educational institutions should make the leap to online learning, especially in learning speaking skills. In ensuring that, the students' obstacles on learning speaking skills online are hampered by the COVID-19 pandemic which has left a huge impact on the world of education. Therefore, this study aims to analyze student problems in online learning.

*Phase 2: Identifying relevant jobs*

The second stage of the systematic review is to identify the relevant work by compiling all relevant publications related to the research objectives. In addition, articles must be published between 2018 and 2022. This consider as it were collected information from diary articles with a database utilized as it were by Google Researcher.

*Phase 3: Assessing the quality of studies*

The journal articles in Google Scholar will be chosen based on the system criteria to guarantee the quality of this investigation. Consideration and avoidance criteria were distinguished. The articles will be chosen based on incorporation and avoidance criteria. This will ensure that the piece is permanent which the ponder remains centered.

**Inclusion**

- Students have problems
- Test or respondents are from different levels of education
- Learning process must be online learning
- Published between 2018 and 2022

**Exclusion**

- Students have no problem
- Test or respondents are from different levels of education
- Learning process doesn't use online learning
- Other articles

*Phase 4: Summarizing the evidence*

The database used in this consideration is Google Researcher. The keyword "studying conversation problems in online learning" is used within the display bar. The results revealed 2,460,000 titles. Then, the search is limited to the last five years in the 2018-2022 period as many as 17,500 titles. In summary, only 20 articles will b included in this research.

*Phase 5: Interpret findings*

The final step is to interpret the results using content analysis to analyze the data. Content analysis can be performed using quantitative, qualitative, and mixed methods, making it

possible to use categorical data to identify trends. A Google Scholar search yields results on students' language problems in online learning. Only 20 selected individuals fulfilled the inclusion criteria.

## Findings and Discussion

### Findings

After doing to go through the five phases of the Systematic Literature Review, the articles are selected. The research study selection process is also carried out by looking at the title, abstract, and extended text and the main study results are obtained which will be used for further analysis. The findings resulted in a total of 20 relevant articles. The information obtained from these journals is then grouped into several types of journal categories, namely speaking problems, and online learning.

Table 1.

*Studies and respective constructs*

| Construct        | Number of researches |
|------------------|----------------------|
| Speaking problem | 11 (55%)             |
| Online learning  | 9 (45%)              |

The aim of this systematic review is to summarize the results of previous research from 20 articles that have been analyzed related to students' speaking problems in online learning. However, the researcher enlarges the argument by limiting it to two main constructs, namely speech and online learning. Among the two constructs, studies on speaking difficulties produced the greatest results (11 articles; 55%), followed by online learning (9. articles; 45%). Therefore, there are two objectives of this assessment, which is to identify the factors of students' expression difficulties in learning and to identify learning difficulties using online tools.

From the analysis of several previous research articles from systematic literature review, the researcher describes the results of the journal review according to the speaking problem and online learning categories.

### *Speaking Issues*

Students experience obstacles in learning English, especially in speaking English because several causes affect students' learning to speak English. Namely linguistic problems and psychological problems.

Table 2

*Speaking issues*

| Research                    | Linguistic issues                     | Psychological issues |
|-----------------------------|---------------------------------------|----------------------|
| Sandika (2021)              | pronunciation, grammar                | anxiety, and shyness |
| Putri (2021)                | grammar, pronunciation, vocabulary,   | anxiety, and shyness |
| Ritonga (2020)              | pronunciation, vocabulary,            | anxiety              |
| Kurniawan et al. (2018)     | grammar, vocabulary                   | shyness              |
| Nopita (2022)               | vocabulary, grammar and pronunciation | anxiety, and shyness |
| Damayanti & Listyani (2020) | vocabulary                            | anxiety, and shyness |
| Marbes & Idayani (2022)     | vocabulary,                           | anxiety              |
| Potemkina et al. (2021)     | vocabulary                            | anxiety, and shyness |
| Pratiwi & Prihatini (2021)  | vocabulary, grammar and pronunciation | anxiety, and shyness |
| Huwari (2019)               | vocabulary, grammar and pronunciation | anxiety, and shyness |
| Akhter (2020)               | -                                     | anxiety, and shyness |
| Mukammal (2018)             | vocabulary, grammar and pronunciation | anxiety, and shyness |

### **Online Learning**

Online learning is one of the alternative solutions for the learning process, including for students and teachers, during the COVID-19 pandemic. Although it causes several problems, in the world of education, all parties must be ready to implement it. Researchers found that several journal reviews yielded positive benefits and negative impacts on online learning.

Table 3

*Issues of online learning*

| Research                 | Positive impacts  | Negative impacts  |
|--------------------------|---|---|
| Lestari (2019)           | Students' used video blogging to improve speaking skills through various strategies   |   |
| Syafiq et al. (2021)     | The YouTube video improved students' fluency, vocabulary, pronunciation, grammar and content.   |   |
| Rahmawati et al. (2021)  |   | Students become embarrassed and lazy to speak, lack of vocabulary           |
| Agarwal & Kaushik (2021) |   | The online sessions broke monotonous routine                                |
| Agarwal (2020)           |   | Accessibility is still the main factor influencing the success of learning. |
| Rakhmanina et al. (2020) | WhatsApp is helpful for online learning.  |   |
| Kuning (2019)            | Internet, podcasts, videoconferences, videos and speech recognition software are considered the best tools for teaching oral expression |   |
| Saptari (2021)           | Students construct their ideas using the art of storytelling, anecdotes and real-life situations  |   |

### **Discussion**

From the analysis of several previous research articles from the systematic literature, the researcher describes the results of journal reviews according to the categories of speaking and online learning problems.

#### ***Linguistics Issues of Speaking***

The most common problems in learning to speak faced by students are lack of words, poor pronunciation, and poor grammar. This is due to their low ability to master vocabulary, poor pronunciation, and proper grammar in speaking English although some experts explain that in speaking skills, students are not easy for using grammar and also right and correct English pronunciation.

English vocabulary is crucial because pupils will struggle to communicate their ideas or thoughts if they do not use words. As a result of their lack of exposure, their speaking will be incomplete. Several factors can contribute to a lack of vocabulary (Kurniawan, 2018). The English term itself is difficult to pronounce and differs from the native tongue version's pronunciation. Because of the difference in pronunciation, pupils are less likely to learn English vocabulary, resulting in a drop in the level of vocabularies. One English term can have multiple meanings, and its use must be contextualized, which might lead to student confusion when using the word. Furthermore, learners who understand fewer vocabulary have a better chance of succeeding.

The pronunciation of the English word is challenging when compared to the pronunciation in their original tongue. Because of the difference in pronunciation, pupils

are less likely to learn English vocabulary, resulting in a decrease in the number of vocabularies. Marbes (2022) observes that students had difficulty pronouncing some words, particularly those with several syllables and those that they had never heard before. However, one English word can have multiple meanings, and its use must sometimes be contextualized, whereas the core abilities they must have in English speaking skills are pronunciation and interlocutor understanding. Kurniawan (2018) also claims that English pronunciation is not a major issue in high school. This could be affected by contemporary technological advancements, where everything is connected.

Students can build correct sentences with the help of a language element that presents language patterns and understanding of grammatical rules. After running to speak English, master some vocabulary and be able to pronounce words, they face a challenge. That is, grammatically speaking. When speaking English, pupils, according to Mukammal (2018), are sometimes unsure of their sentences. They are unsure whether their sentences are correct or incorrect in their minds. That is where they got stuck in their heads. However, Marbes (2022) notes that some learners have an issue with grammar that is not related to tenses: they have difficulty forming correct sentences that follow the grammatical rules. This is useful for determining written and spoken language communication. Most students feel that in conversation or in English, they need to say the right way with structure (Sari, 2022). Auditors and others will better understand the meaning of correct tenses. When someone talks about their past, it is best to use the final form of the sentence, depending on the context. Kurniawan (2018) explains that awareness of how to apply grammar to the use of grammatically correct English so that the language spoken is appropriate.

The researcher concludes from the explanation above. The first is that the majority of learners have bad grammar; they are going never be able to make a conversation effectively in English because they do not understand how to construct sentences in English. Second, most of them lack vocabulary; they are unable to communicate in English due to their restricted vocabulary. Third, the majority of the students have weak pronunciation skills. They claim that speaking English is tough since the written and speaking styles in English are so dissimilar. Students will be concerned that if they make a mistake while speaking English, their friends laugh at them. In this case, students experience problems that must be addressed by the teacher in learning English, especially in the speaking class.

### ***Psychological Issues of Speaking***

There are several psychological problems faced by students (not dare to speak, not confident to speak, not used to speaking in class, fearful to speak, difficult to convey words or sentences) all stem from the same fear of making mistakes. Two problems (not daring to talk and speaking) come from the same source: a lack of confidence in one's ability to speak. One reason of two challenges (fear of making mistakes and lack of confidence to talk) is a lack of grammar expertise. One reason of two problems (not confident in speaking, and difficulty expressing words or phrases) is a lack of language. We can deduce from the number of causes of difficulty listed above that the majority of students claimed that 'not making mistakes' was their greatest issue. Furthermore, psychological

considerations play a role when speaking English in front of a class.

When students are speaking English, nervousness, fear, or a lack of confidence cause them to lose focus on what they are saying. Students are unable to manage psychological factors that lead to the forgetting of concepts, words, and the rules of the language they will speak. As a result, it is critical for teachers to prepare students to become accustomed to speaking in public so that feelings of anxiety, fear, or insecurity can be overcome through activities that support the formation of conditions that allow students to excel in public.

Problems in students' speaking ability are about their psychology because psychological problems are the problems that often interfere with emotional or physical health. According to Huwaria (2019), students are afraid or embarrassed to make mistakes in front of their classmates or teachers. This factor can be considered the main problem faced when they try to speak English in front of the class or talk to each other. They are afraid of making mistakes and shy when speaking English. In addition, students experience psychological problems, namely, anxiety, and the researcher concluded that students' high anxiety was that students underestimated their abilities and worried about their performance, instead of focusing more fully on the task itself. Overall, Putri (2022) explained that anxiety can refer to a temporary emotional situation or condition characterized by feelings of tension and worry that can increase the activity of the autonomic nervous system. However, students and teachers can build a positive classroom atmosphere, such as fun learning and giving positive feedback to students. To help students deal with their anxiety. Therefore, the role of the teacher is very important in this situation. English teachers are expected to understand the character of each student in their class, especially since the level of anxiety of each student will be different from one another.

Student communication worries, or in other words, is a type of shyness characterized by fear and anxiety to communicate with others because of the inability to speak English. Damayanti (2020) said that in the context of exam anxiety, exam anxiety arises when students face English exams, especially oral/speaking exams. Along with the fear of negative evaluations, this type of anxiety refers to the evaluation of others, the avoidance of evaluative situations and the expectation that others will evaluate them negatively. In addition, Shame (Ritonga, 2020). Damayanti (2020) said that lack of preparation and fear of being wrong triggered students' problems in speaking because they were worried about being embarrassed by their friends. So, they are not well prepared. On the other hand, Kurniawan (2018) said that in his research on students' speaking problems, lack of practice and self-confidence were believed to be positive triggers for students' speaking problems. Student anxiety comes from many causes. It can come from themselves as well as from their environment, such as their teachers and classmates. During the learning process, such as discussion and speaking activities, students tend to be quiet all the time, perhaps more than just shy (Damayanti, 2020). Therefore, it is not only a problem that students have, but also something for a teacher to identify and understand this common case. Student anxiety comes from many causes. It can come from themselves as well as from their environment, such as their teachers and classmates. During the learning process, such as discussion and speaking activities, students tend to be silent all the time, perhaps

more than just shy.

This is not only a problem that students have, but also something for the teacher to identify and understand this common case based on several journals. Based on the results of the evaluated research, it is going to be concluded that students' anxiety during conversation classes is caused by a drawback of vocabulary, ununderstanding of their own abilities, lack of argument, fear of making mistakes and fear of being shy by their peers. classy.

### ***Online Learning***

The learning process that was initially face to face has changed to online learning due to COVID-19, the various parties involved must adapt in order for the learning process to continue. Of course, online learning still presents problems because most teachers and students have never done online learning. Obstacles are not only felt by teachers and students, but parents also experience difficulties during this online learning process. This online learning has both positive and negative effects. Lack of public knowledge and differences in knowledge of technological progress make the learning process in society different. Added by Efriana (2021), online learning is about achieving large groups and broad goals.

Online learning has a good impact and many benefits for teachers and students during this pandemic. However, online learning has become an inevitable choice for educational institutions where teachers must still be able to teach, and students can still study at home during this Covid-19 pandemic. From the benefits obtained from learning, there are several problems that arise that are faced by students during the online learning process. Students have difficulty getting projects or assignments from the teacher which also interferes with psychology and understanding of the material for students. So, online learning is very dependent on the availability of information and communication technology. The COVID pandemic has made us aware of the best thing of online learning to teachers and students.

### ***Positive Impacts of Online Learning***

The use of technology in online learning can improve student learning outcomes. Pangondian (2019) asserts that the use of information and communication technologies in the implementation of e-learning has many advantages, including independence of space and time. A lot of research has been done by doing research online. Many articles discuss the fact that students tend to take online classes due to flexible learning. With online learning, students are not limited by the time and place they can take lessons from their home or anywhere because the ability of smartphones and laptops to access the internet helps students to take part in online learning (Anggrawan, 2019). Utilization of online learning with online learning, teachers provide lectures through virtual classes that can be accessed anywhere and anytime, not bound by space and time. It was found that the uniqueness of the research results from this study is that in online learning, students feel more at ease expressing their thoughts and questions. When students learn from home, they are not subjected to the psychological pressures that they are subjected to when they learn in a classroom setting. The absence of the teacher, whether directly or indirectly, makes students feel more comfortable in expressing their opinions.



Because online learning is regarded more entertaining and adaptable, it has had a significant impact on the world of education during the current epidemic. According to Rakhmanina (2020), the majority of learners are interested in online learning. With online learning, students can study anywhere and anytime because technology and the internet have been considered a way to help students improve language skills such as speaking. Internet, podcasts, videos, and other software are considered the best tools to teach speaking skills as today's generation of students tends to use technology for various purposes. That is where online teaching is very feasible nowadays and should be a major part of online learning. In other hands, homes have become the most commonplace for online learning during the COVID-19 pandemic. As a result, many households have conditions that allow for online learning. A schoolroom or classroom that is overly complex and congested with numerous individuals, according to Glen Earthman (2002), can produce a variety of problems, and as a result, student success can be interrupted. These findings suggest that the online learning environment, which most students find welcoming, is an important factor that can boost academic performance.

From the results of a systematic review, it is concluded that online learning is a media interaction between students and teachers is more communicative and flexible. However, it makes it easier for educators to deliver teaching materials even though it is not done face-to-face as a medium for transferring information and interaction during distance learning and making work more effective and efficient. The results of Latip's research (2020) show that digital media is an important part that can help the online learning process. This media acts as a medium for information transfer and distance learning interactions. Furthermore, media helps teachers as a learning control and evaluation mechanism, improves pedagogical abilities, and eliminates distance-bound learning problems. Furthermore, the results of research conducted by Nugraheny (2020) state that digital media is very useful in online learning.

#### ***Negative Impacts of Online Learning***

Many things trigger problems in online learning so that they become obstacles in the learning process. Ariani (2021) says that one of the problems is the procedure for students in working on projects or assignments given by the teacher. In online learning, of course, it requires a fairly good internet connection, the Internet is regarded as a source of materials required to meet teaching and learning objectives (Surtikanti, 2020). During COVID-19, students have a high demand for internet access in order to participate in online classes, search for information, complete assignments, and so on. However, some areas with poor internet signal may experience significant difficulties with online learning. Students face internet issues such as limited internet credit, slow internet networks, and incompatible gadgets or devices. In this situation, students benefit greatly from affordable and easily accessible internet connectivity. Rakhmanina (2020) explains in her research that the main issue with this condition is a lack of Internet access. In this situation, learners benefit greatly from affordable and easily accessible internet connectivity.

Network interactions can also present significant challenges for teachers and students. Another thing explained that the inhibiting factors for learning that were most often raised were the limited number of participants, limited session time, and technical

errors during the session (Agarwal, 2020). This occurs because some students are unable to perform the exercises directly in order to improve their speaking skills. Rahmawati (Rahmawati) is a (2021). As a result, the problem in online learning is related to students' lack of commitment to learning because many students are tired and bored following online learning by sitting and paying attention to their smartphones or computers. In addition, Agung (2020) stated in his research that various reasons have been identified, which can be divided into three categories: first, the availability and sustainability of internet connections, second, the accessibility of teaching media, and third, the compatibility of tools to access media.

A lack of knowledge about platforms that support learning will undoubtedly influence the learning process. Students will be bored since they will be forced to learn solely through the usage of the Whatsapp platform (Prawanti, 2020). The teacher only delivers content in the form of videos or commands to read the material in the material books owned by students, similar to how the WhatsApp program has limited functionality. The traditional technique of collecting assignments is still used, in which assignments are written in books, photographed, and then forwarded to a Whatsapp group. This practice wastes the time of the teacher when it comes to correcting student assignments. Prawanti (2020) stated that it is tough to establish a fun learning environment for learners as a teacher. Working on assignments that can be completed totally at home is beneficial. This is different from face-to-face learning in the classroom where two assignments are given, namely tasks given during class learning and assignments given to be used as homework. In addition, when compared to students who take face-to-face speaking sessions, students who use E-learning have lower speaking quality. As a result, their ability to communicate is hampered. For a student can enhance their speaking skills, speakers can be examined and returned promptly if they make a mistake with their pronunciation in a group of two or more individuals.

Technology mediates synchronous and asynchronous human contact in interactive learning; learning occurs from interactions with other students and technology. However, in E-learning, this is more difficult to achieve (Yulia, 2020). Rahmawati (2021) said that the limited communication space between students made it difficult for students to practice speaking skills directly. On the other words, the provision of material that is being less focused on learners can make learners less understanding and less interested in practicing and learning these fluency skills. Mardiah (2020) also explained in the research what the effect of e-learning is on students' speaking skills. He realized that the interactive dialogue between teacher and student was not as effective as in a normal classroom. This is the basis of the fact that e-learning is not the right choice in learning, especially when the fluency of the students is formed. We can conclude that online learning has a negative impact on students and teachers in the learning process, where many teachers do not master electronic media, because in general teachers do face-to-face learning only.

### **Conclusion**

This study aims to identify students' speaking problems in online learning terms of students' speaking, and online learning. For this reason, a systematic library method is used. Twenty journals were selected and synthesized. Furthermore, from the results of the

review, it can be seen that there are student problems. Most of students have difficulties with grammar, vocabulary, and pronunciation. They also experience problems in their psychology in learning to speak. Regarding online learning reviews, online learning is a different approach to learning during the COVID-19 pandemic, including for students and teachers. Despite the fact that it causes some issues for both teachers and students, all parties must be ready to implement it. So online learning has positive and negative impacts. Therefore, this systematic review was conducted on speaking problems in online learning that students face when studying online because the researcher hopes that the results of this study can be used as information and references for related people.

## References

- Agarwal, A. (2020) Student's perception of online learning during COVID Pandemic: A case study on the English students of STKIP Pamane. *Talino: Journal of Social Sciences and Humanities*, 10(2).
- Agarwal, S., & Kaushik, J. S. (2020). Student's perception of online learning during COVID pandemic. *The Indian Journal of Pediatrics*, 87(7), 554-554. <https://doi.org/10.1007/s12098-020-03327-7>
- Akhter, T. (2020). Problems and challenges faced by EFL students of Saudi Arabia during COVID-19 pandemic. *Rupkatha Journal on Interdisciplinary Studies in Humanities*, 12(5), 1-7. <https://dx.doi.org/10.21659/rupkatha.v12n5.rioc1s23n5>
- Ali, W. (2020). Online and remote learning in higher education institutes: A necessity in light of COVID-19 pandemic. *Higher Education Studies*, 10(3), 16-25.
- Anggrawan, A. (2019). Analisis deskriptif hasil belajar pembelajaran tatap muka dan pembelajaran online menurut gaya belajar mahasiswa. *Matrik: Jurnal Manajemen, Teknik Informatika dan Rekayasa Komputer*, 18(2), 339-346
- Ariani, S., & Tawali, T. (2021). Problems of online learning during COVID-19 pandemic in speaking for professional context class. *Jo-ELT (Journal of English Language Teaching)* 8(1), 32-37. <https://doi.org/10.33394/jo-elt.v8i1.3783>
- Damayanti, M. E., & Listyani, L. (2020). An analysis of students' speaking anxiety in academic speaking class. *ELTR Journal*, 4(2), 152-170. <https://doi.org/10.37147/eltr.v4i2.70>
- Dhawan, S. (2020). Online learning: a panacea in the time of COVID -19 Crisis. *Journal of Educational Technology*, 49(1), 5-22.
- Earthman, G. I. 2002. *School Facility Conditions and Student Academic Achievement*. UCLA's Institute for Democracy, Education, & Access.
- Efriana, L. (2021). Problems of online learning during COVID-19 pandemic in EFL classroom and the solution. *JELITA: Journal of English Language Teaching and Literature*, 2(1), 38-47.
- Harmer, J. (2007). *The Practice of English Language Teaching*. Fourth Edition. Pearson.
- Hodges, C.B., Moore, S.L., Lockee, B.B., Trust, T., Bond, M.A. (2020, March 27). *The difference between emergency remote teaching and online learning*. EDUCAUSE Review
- Huwari, I. F. (2019). Problems faced by Jordanian undergraduate students in speaking English. *International Journal of Innovation, Creativity and Change*, 8(9), 203-217.
- Istiqhomah, F. N., Wahyuna, Y. T., & Nugraha, S. I. (2021). Problem faced by EFL teacher in teaching speaking during pandemic. *Linguistik: Jurnal Bahasa dan Sastra*, 6(2), 269-278.

- Khan, K. S., Kunz, R., Kleijnen, J., & Antes, G. (2003). Five steps to conducting a systematic review. *Journal of the Royal Society of Medicine*, 96(3), 118-121.
- Kuning, D. S. (2019). Technology in teaching speaking skill. *Journal of English Education, Literature and Linguistics*, 2(1), 50-59. <https://doi.org/10.31540/jeell.v2i1.243>
- Kurniawan, I., Syafrizal, S., & Fernandita, G. J. (2018). An analysis of students' English speaking skills at coastal schools of Bengkulu city, Indonesia. *The Journal of English Language Studies*, 3(1), 19-31.
- Latip, A. (2020). Peran literasi teknologi informasi dan komunikasi pada pembelajaran jarak jauh di masa pandemi COVID-19. *EduTeach: Jurnal Edukasi dan Teknologi Pembelajaran*, 1(2), 108-116. <https://doi.org/10.37859/eduteach.v1i2.1956>
- Lestari, N. (2019). Improving the speaking skill by vlog (video blog) as learning media: the EFL students perspective. *International Journal of Academic Research in Business and Social Sciences*, 9(1), 915-925. <https://doi.org/10.6007/IJARBS/v9-i1/5490>
- Prawanti, L. T., & Sumarni, W. (2020). Kendala pembelajaran daring selama pandemic COVID-19. In *Prosiding Seminar Nasional Pascasarjana (PROSNAMPAS)* (Vol. 3, No. 1, pp. 286-291).
- Marbes, K. K., & Idayani, A. (2022). An analysis on students' speaking ability of procedure text at senior high school. *Lectura: Jurnal Pendidikan*, 13(1), 108-119. <https://doi.org/10.31849/lectura.v13i1.9453>
- Mardiah, H. (2020). The use of e-learning to teach English in the time of the COVID-19 pandemic. *English Teaching and Linguistic Journal*, 1(2), 44-55.
- Mukammal (2018) Students English speaking ability: senior high school. *International Research Journal of Engineering, IT & Scientific Research*, 4(2), 1-13.
- Nida (2020) *An analysis of students' speaking fluency in SMP Raden Fatah Batu at eighth grades.* (Undergraduate Thesis, Universitas Muhammadiyah Malang).
- Nopita, S. (2022). *An analysis of students' problems in speaking English daily language program at Roudlatul Qur'an Metro* (Thesis, UIN Raden Intan Lampung).
- Nugraheny, A R. 2020. *Peran teknologi, guru dan orang tua dalam pembelajaran daring di masa pandemi.* <https://doi.org/10.31229/osf.io/hz57>
- Pangondian, R. A., Santosa, P. I., & Nugroho, E. (2019). Faktor-Faktor yang mempengaruhi kesuksesan pembelajaran daring dalam revolusi industri 4.0. In *Seminar Nasional Teknologi Komputer & Sains (SAINTEKS)* (Vol. 1, No. 1).
- Potemkina, T. V., Bondareva, L. V., Shchaveleva, E. N., Saulembekova, D. S., & Le, T. H. (2021). Identifying difficulties in teaching foreign language speaking in the online environment. In *SHS Web of Conferences* (Vol. 127, p. 01008). EDP Sciences.
- Pratiwi, D. S., & Prihatini, C. (2021). Problems and difficulties of speaking at Muhammadiyah Lampung University students in COVID pandemic. *Journal of English Education and Linguistics*, 2(1), 40-49.
- Putri, A. (2021). *A Study on English Speaking Problems in Speaking Performance Encountered by Students at State Junior High School 20 Pekanbaru* (Thesis, Universitas Islam Negeri Sultan Syarif Kasim Riau).
- Rahmawati, R., Sihombing, C., Ginting, E. K. B., & Arimonnaria, E. (2021). The effect of e-learning on students speaking skill progress: a case of the seventh grade at SMP Pencawan Medan. *Indonesian EFL Journal*, 7(1), 69-78. <https://doi.org/10.25134/ieflij.v7i1.3995>
- Rakhmanina, L., Martina, F., Halolo, F. B., Syafryadin, S., & Noermanzah, N. (2020). Students' perception on online English learning during COVID-19 pandemic era. *Silampari Bisa: Jurnal Penelitian Pendidikan Bahasa Indonesia, Daerah, dan Asing*, 3(2), 428-439. <https://doi.org/10.31540/silamparibisa.v3i2.1150>

- Randi, Budiman (2021) *An Analysis of Students Problem in Learning Speaking Ability by Using Chain Drill*. (Undergraduate Thesis, UIN Raden Intan Lampung).
- Ritonga, A.S (2020) An analysis of students difficulties in speaking English at SMP Muhammadiyah 49 Medan. *Genre*, 9(4), <https://doi.org/10.24114/genre.v9i4.24469>
- Riyana, C., Mulyadi, D., & Sutisna, M. R. (2018). Readiness of distance education program implementation at SMA and SMK in West Java. *Southeast Asia Journal on Open and Distance Learning*, 12(1).
- Sandika, S. (2021). *An analysis of speaking problem faced by second grade students in conversation at SMA N 2 Kelayang* (Thesis, Universitas Islam Riau).
- Saptari, S. (2021). The analysis of EFL online teaching strategies in speaking skill. *Jurnal Penelitian, Pendidikan, dan Pembelajaran*, 16(26).
- Surtikanti, M. W. (2020). Textbook evaluation on curriculum 2013-based textbook “When English Rings A Bell” for the seventh grade. *Journal of English Education and Literature*, 1(1), 11-17.
- Syafiq, A. N., Rahmawati, A., Anwari, A., & Oktaviana, T. (2021). Increasing speaking skill through YouTube video as English learning material during online learning in pandemic COVID-19. *Elsya: Journal of English Language Studies*, 3(1), 50-55. <https://doi.org/10.31849/elsya.v3i1.6206>
- Yulia, H. (2020). Online learning to prevent the spread of pandemic corona virus in Indonesia. *English Teaching Journal*, 11(1)

