

**THE CHALLENGES EXPERIENCE OF EFL STUDENTS IN
SPEAKING CLASS DURING COVID-19 DISTANCE LEARNING**

THESIS

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TRAINING AR-RANIRY STATE ISLAMIC
UNIVERSITY DARUSSALAM – BANDA
ACEH 2022 M/1441 H**

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*

Universitas Islam Negeri Ar-Raniry Banda Aceh

In Partial Fulfillment of the Requirement for

The Bachelor Degree of Education in English Language Teaching

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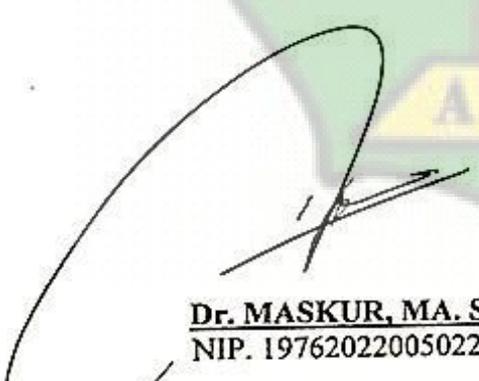
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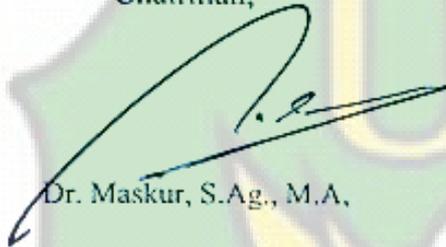
It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On: 26 July 2022
Tuesday 27 Dzulhijjah 1443 H

In Darussalam, Banda Aceh

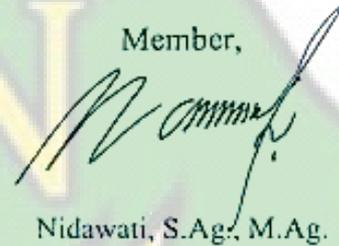
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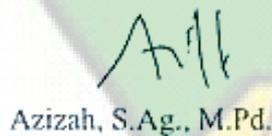
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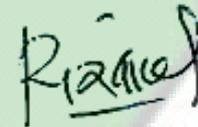
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**THE CHALLENGES EXPERIENCE OF EFL STUDENTS IN
SPEAKING CLASS DURING COVID-19 DISTANCE LEARNING**

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 18 Juni 2022
Saya Yang Membuat pernyataan,



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ACKNOWLEDGMENT

بِسْمِ اللَّهِ وَالْحَمْدُ لِلَّهِ

Bismillah and Alhamdulillah, I started to write this Acknowledgment. In the name of Allah and all praise is due to Allah. SWT This thesis will not be completed without his power and will (*Qudrah and Iradah*). The lord of the universe who has given mercy and blessings to this world. Peace and salutation be upon the prophet Muhammad SAW, together with his family and companions who have brought the enlightenment into human life. I would like to express my sincere gratitude to my supervisors, Dr. Maskur, S.Ag., and Nidawati, S.Ag, M.Ag. for their invaluable help, guidance, encouragement, motivation, and suggestion. Also, I want to thank all of English language education lecturers and staff who have inspired, lectured and assisted me during my study in this department. May Allah grant you heaven and make ease your way.

The most prestigious thanks and love are addressed to my big family, the best supporting system in my life. To my father and mother, Edi Sucipto, and Siti Zahara S. Tr.keb thanks for always motivating me, supporting me, giving me much love and advices to live in the world. I also dedicate my love and thank all my beloved sister and brother, Nisa Ghellya Hanefa and Fathan Al-Arkan for always supporting and loving me. May Allah SWT always bestow them grace, health, and blessings in the world and in the hereafter.

I am forever thankful to all of my wonderful friends of Unit 06 PBI batch 2017, who always support each other and hopefully last till eternity. Thanks for all of my friends that I cannot mention one by one who brings colors in my life, supporting me, and inspiring me. You guys are priceless for me. May Allah bless and reward your heaven.

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ABSTRACT

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Major : Department of English Language Education
Thesis working title : The Challenges Experience Of Efl Students In Speaking Class During Covid-19 Distance Learning (A Study at Department of English Language Education of UIN Ar-Raniry)
Main Supervisor : Dr. Maskur, MA. S.Ag
Co-Supervisor : Nidawati, S.Ag, M.Ag
Keywords : Speaking, Distance Learning, Student Experience, Covid-19.

This research, entitled "The Challenges Experience of Efl Students In Speaking Class During Covid-19 Distance Learning". It was a study held at the Department of English Language Education UIN Ar-Raniry. The study was conducted to investigate the student challenges experience in speaking class during covid-19 and the solutions to overcome those challenges, which was done by the qualitative method. The study sample was based on purposive sampling focused on 8 students from batch 2019 who had taken a Speaking class course. The research instrument was a semi-structured interview consisting of ten questions to obtain information from students. The findings showed that students faced challenges in different categories, including connection problem (lack of network, limited internet data) using application problem (the problem in operate the application, difficulty to hear sounds) process learning (difficult to understand tghe material, lack of intensity of interaction, difficult to understand the body language) and personal traits (lack of motivation and lack of self-confidence). The participants suggested some activities related to the types of experiences (virtual experience, physical experience, mental and emotional experience, social experience), like finding a better location, buying internet data, watching videos of how to use the application, and encouraging interaction between the students, as ways to overcome those difficulties.

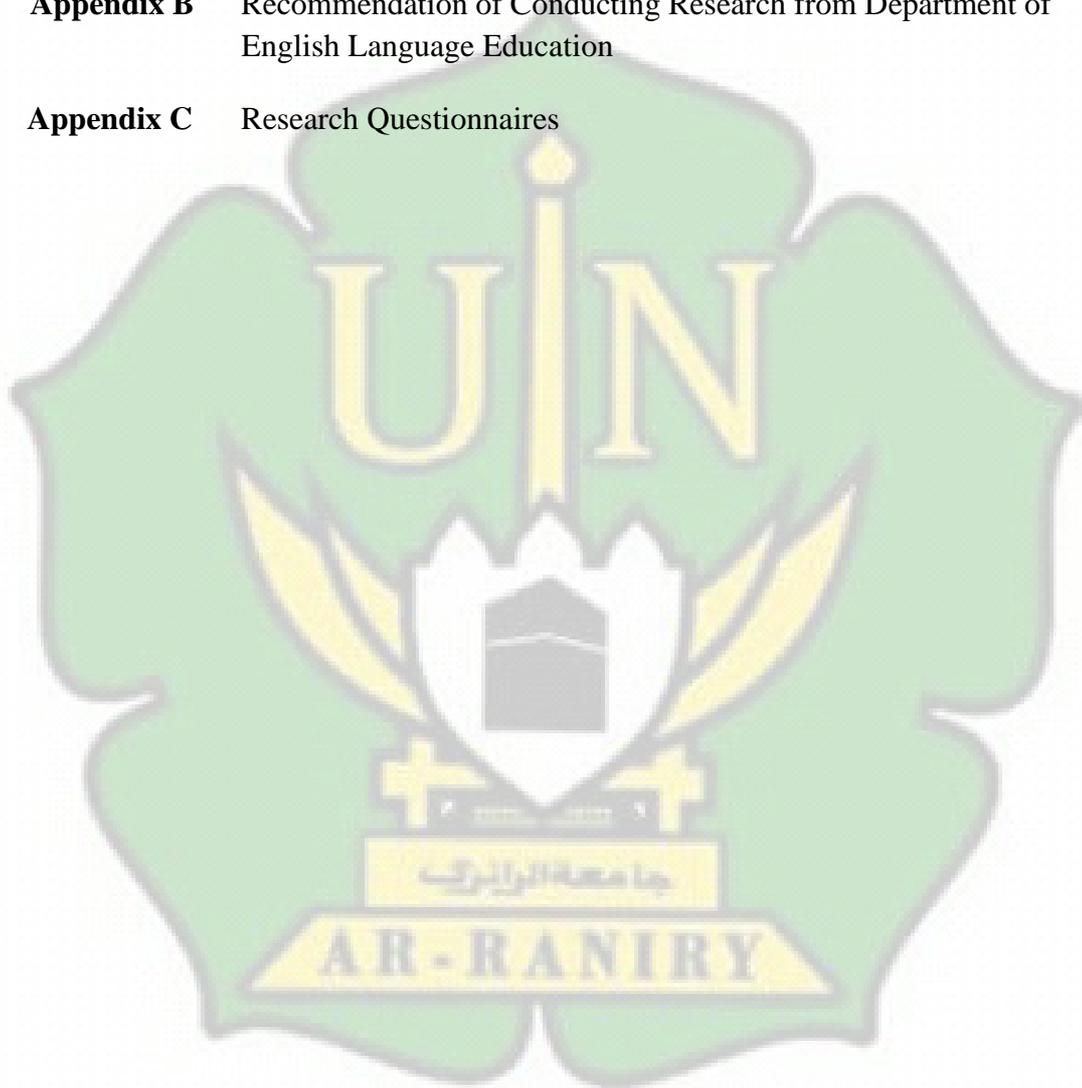
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- Appendix C** Research Questionnaires



CHAPTER I

INTRODUCTION

A. Background of Study

One of the languages that ranks among the most widely used as a medium or media of communication worldwide is English. It is a global language that, as we all know, has risen to the top position in many regions of the world. Nelly Stromquist and Karen Monkman (2014) cited in S Malhotra (2019) argued that with a compression of time and space under contemporary capitalism, English has emerged as the 'global language'. While reading and listening are considered to be the two receptive skills in language learning and use, writing and speaking are the other two productive skills necessary to be integrated in the development of effective communication. Of all the four macro English skills, speaking seems to be the most important skill required for communication (Zarembo, 2006).

Speaking is an active use of language to express our purposes and objectives in conveying information. It is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions (Shumin, 2002). Richards' definition of speaking echoes the interactional aspect of language to promote emotional intelligence (Bora, 2012), to fulfill certain goals or to convey particular ideas, intentions, desires, preferences, or opinions. In the same line, Zarembo (2006), Celce-Murcia (2001) and Kayi (2006) stressed the crucial role of speaking in maintaining oral communication. Previous studies supported the finding that speaking and listening skills were

usually intertwined in terms of language learning and development (Noon-ura, 2008).

Even though speaking is one of the main language skills that (EFL) should know, they face many difficulties in speaking English. Students who study English as a foreign language (EFL) usually have limited opportunities to speak English outside the classroom (Zhang, 2009) and also limited exposure to English speakers or members of the international community. Long (1990) proposed three features of verbal interaction, including (a) input, (b) production, and (c) feedback” When interpreting a language by native speakers offered to the language learner of a target language.

Futhermore, speaking is very curcial for students because speaking is the most anxiety skill for EFL (Azizifar, Faryadian & Gowhary, 2014). Almost all study participants admitted feel anxious and nervous while speaking English in front of others. Factors and situations that create opportunities or increase opportunities to speak in front of others can cause language anxiety for EFL learners. This situation can involve interacting with other students in the classroom or giving short short talk in any public situation. This might be one reason for teachers to provide more situations and activities for students to strengthen their speaking competence.

In the last few years, a virus named Covid-19 was causing problems in various countries around the world, including Indonesia, that affected activities and impacted areas of life. At the time of the Covid-19 Pandemic, learning in Indonesia or even almost all over the world must have experienced disruption. Well, these disorders certainly had new problems in life. During the corona outbreak, almost all

the world of online learning is considered to be a solution to teaching and learning activities. The impact of the pandemic that occurred on speaking learning for EFL students, It has now changed the way it is implemented, already through online learning. Student and lecturer have to adapt with new ways in speaking class after Covid-19 spread around the world.

Before the Covid-19 outbreak ideal teaching and learning's speaking class in English Education academic study program at the Faculty of Tarbiyah UIN Ar-Raniry was students centered active learning. Lecturers apply learning by practicing speaking activities to students through discussion, interview using a questionnaire, make up a dialogue in a given situation, read and act, roleplay, lecturers show correct pronounce, lecturers can correct students pronunciation directly, the group discussions of these active learning approaches and lectures for clarification were delivered in classroom learning. But during present pandemic situation speaking skill is considered as a problematic skill particularly in a foreign language context where practice opportunities are limited because of the impact of the pandemic COVID-19.

Therefore of course facing difficulties such as learners is difficult to practice the foreign languages while outside from the classroom (home learning). In a study by Yustina, Murti, Mohtana (2020) "Students' Perspective of Online Learning on Speaking Class During Covid-19 Pandemic". In the midst of the COVID-19 pandemic, online learning is seen as the ideal option for teaching and learning activities. Despite the fact that it was agreed upon, this study has sparked debate. For teaching professionals, online learning is only useful for assignments, and

getting pupils to understand online learning material is regarded challenging. Furthermore, each student's technological and economic aptitude are unique. Not all students have access to technology that allows them to participate in online learning activities. Another research by Syafrayani (2021) and titled "Unpacking The Opportunities and Challenges in Learning Speaking Through Online During COVID-19 Outbreak: A Case-Study of Indonesian EFL University Students". Researchers reveal that in online learning, distractions and information overload, technology, and internet connectivity as well as limited interaction and inadequate support are barriers that often hinder students. The same studies were also conducted in Indonesia by Lazim, r. m. (2020) "An Analysis of Students' Difficulties in Speak-ing Through Online Learning During Covid-19 Pandemic (A Case Study of First Year English Education Department Students in IAIN Salatiga) the research found the students' problems in speaking online learning are (a) lack of vocabulary (b) Instructor provided materials too quickly (c) the students feel bored (d) bad signals. These previous studies were quite helpful in assisting the researcher in completing the investigation. These studies are comparable to the current study, but there were differences and new issues posed by the researcher in order to develop original new work in terms of skill, teaching material, and learning activities. This study proves that online learning has its own challenges for students.

Based on previous studies, the following issues were also encountered by UIN Ar-Raniry students who took speaking class courses during the pandemic, when I discovered that students struggled to learn English during online sessions. The researchers are interested in knowing about the experience of EFL students'

challenges when studying in a speaking class during the COVID-19 period. And this study will be beneficial to students who will be able to identify problems as well as solutions for dealing effectively with challenges in EFL students' speaking classes.

B. Research Question

1. What are the challenges experience students faced in their speaking class during COVID-19 distant learning?
2. How do students overcome the challenges in speaking class during COVID-19 distant learning.

C. The Aim of Study

Based on the problems that have been explained:

1. To find out the challenges experience students have in their speaking class during COVID-19 distance learning.
2. To know how students can overcome the challenges in speaking class during COVID-19 distance learning.

D. Significance of Study

This study would find out what speaking experience challenges are encountered by EFL learners. It also aims to find out the main factors that contribute to the existence of these challenges. The result of the study is expected to have benefits for:

1) To the Teachers

Based on this study, researcher hopes this research can help teacher more effective during the pandemic for students to get more improved in their speaking skills during the pandemic.

2) To the Students

For students, the researchers hope that students should be more enthusiastic in improving their speaking skills during the pandemic.

3) To other Researchers

I believe, this research does not answer all the questions related to this research, and I hope that later someone will do or continue the same research in order to find the answers as needed and can cover all readers curiosity.

4) To the Institution

The institution will benefit much from the study's findings as a whole. Through this study, it is anticipated that the institution will better support, inform, and make it easier for students to administer the relevant matters in the future, which will be more effective in enhancing EFL learners' speaking abilities during the pandemic for the better an institution's reputation.

E. Terminology

There are several terms used in in this study which should be defined in order to avoid misunderstanding. Those are as following:

1) Speaking Class

Speaking Class are classes designed to provide opportunities for students to

improve their general interaction skills by practicing communication skills (speaking skills) and listening skills. In this research speaking class is referred to online speaking class during COVID-19 in English department of UIN Ar-raniry. The students have to take the class as a part of curriculum to finish the educator degree of this major. There are several speaking classes, basic, intermediate, and public speaking class. This research is focused on students of Language English Education Department of Uin Ar-raniry batch 2019 who are taking speaking class in pandemic during online learning.

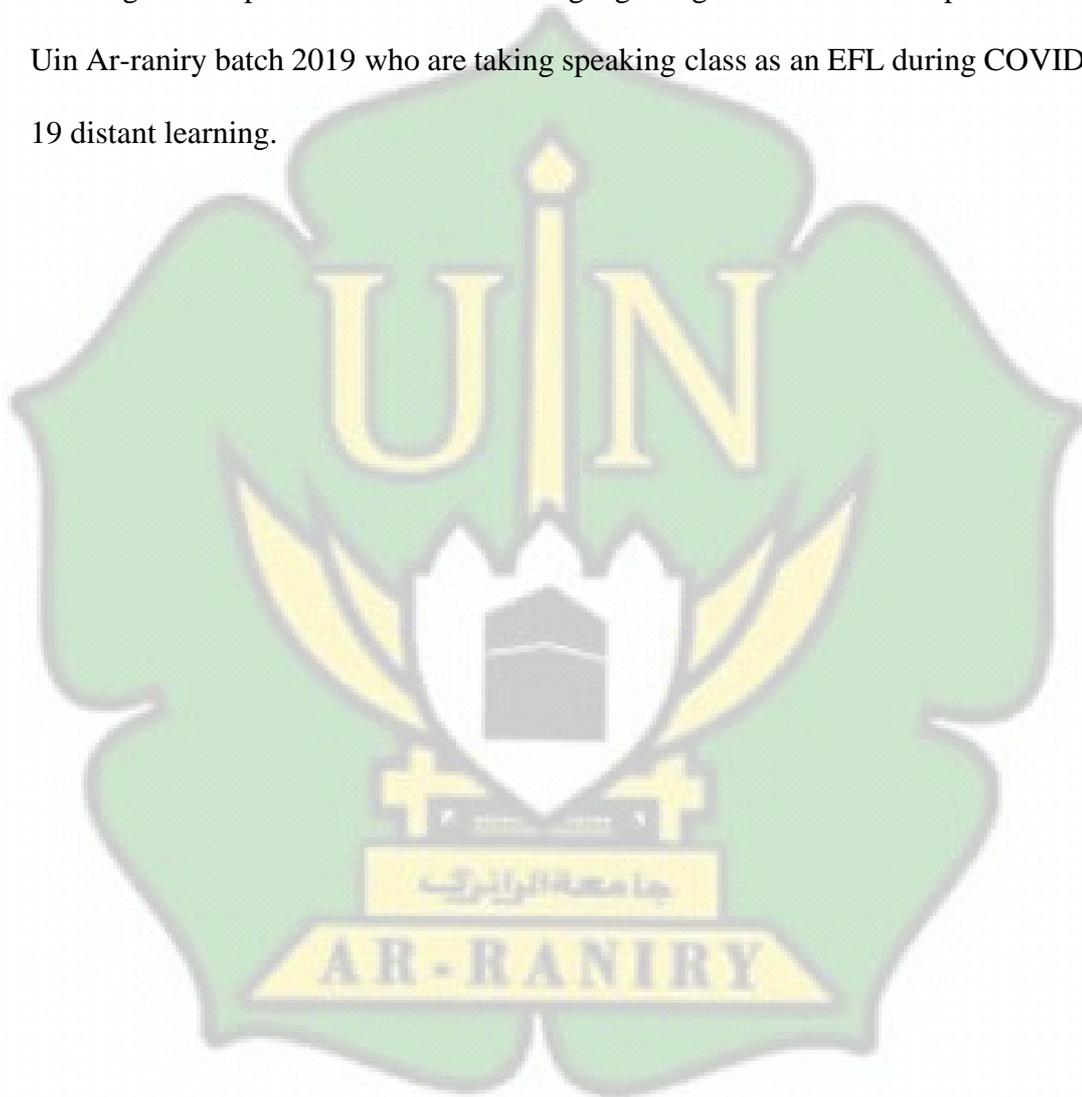
2) COVID-19 Distance Learning

Distance education is a learning process that can be done from home where students and teachers are physically far away or where students are not always physically present at school. In this research, COVID-19 distance learning refers to speaking classes conducted online learning during the pandemic, especially for Uin Ar-raniry students in batch 2019 who are taking speaking class in pandemic during online learning, which use e-learning platform, such as Gmail, Zoom, Google Meet, Whatsapp, Google Classroom, and Telegram. During the study, students in this class experience challenges in their speaking class.

3) Challenges Experience Students

Challenge is a demanding task that an individual wishes to overcome. In this study, challenges refers to the challenges they get when going through the speaking learning process, as well as how they overcome the challenges they get such as a unclear lecturer's voice, or poor lecturer direction, and lecturers who provide less opportunity to speak during the learning process. The definition of experience the

knowledge or skill gained through doing things, things that have happened to someone, an event or activity and it also practical wisdom gained from what one has observed, encountered, or undergone. In this study, experience refers to the challenges of experience students of Language English Education Department of Uin Ar-raniry batch 2019 who are taking speaking class as an EFL during COVID-19 distant learning.



CHAPTER II

LITERATURE REVIEW

A. Speaking Skill

1. Definition of Speaking Skill

Speaking is a language skill or as a mean of communication in which one can express his ideas or information to others in spoken form. According to shaw (2003) “speaking is desire and purpose driven, in other words we genuinely want to communicate something to achieve a particular end”. It is a complex language skill, because someone needs to find ideas or information then it is arranged in a good order. According to Kushartanti (2005) speaking is a set of voice uttered by one and understood by someone else. It means to deliver thought or opinion.

Speaking skills is an important component of language. According to Tarigan (2013) speaking is the skill of articulating sounds or words to express, state, and convey thoughts, ideas, and feelings. Moreover Speaking is one of "the process of building and sharing meaning through the use of verbal and nonverbal symbols, in varied settings," according to the Oxford English Dictionary. First, conferences and research studies on education have long concentrated on techniques and methods for teaching public speaking. Second, numerous books, audios, and films for spoken language and alternative speaking courses are constantly being produced. Many language learners also assume that they can communicate because they value language proficiency. More than being able to read, write, or understand oral language, they define fluency as the capacity to communicate with others. They consider speaking to be the most important skill they can learn. In

learning speaking this skill requires a class to learn it, which is called the speaking class.

Speaking class is a learning class that focus on building students productive skill. In this class, challenging, stimulating, and supportive environment can influence language learning and speaking skills in particular learning (Kolb & Kolb, 2005). Speaking class allows you to break the glass of misery while speaking and turn it into a fun and rewarding hobby. You'll master a variety of speaking skills, voice modulation, changing your speech, impromptu performances, presenting attention-getting arguments, and becoming more outspoken (amongst other things). When speaking in English, there is a process of cariation and implementation. The introduction and use of this foreign language will increase diversity and skills in communicating.

2. Purpose of Speaking Skill

For those learning English as a second language and as a foreign language, speaking ability is crucial. Speaking exercises have the advantage of boosting confidence. One of the most crucial elements in improving other English abilities is the ability to speak English in your own context, which also affects one's self-confidence. Students should have the following objectives for EFL:

- a. To develop intellectual powers through foreign-language study

Speaking is helping students in improve their intellectuals' ability, especially in communicating. Speaking skill is focus on build students' productive skill,

especially in direct and oral communication with others. With a good speaking skill, it also means students have good intellectual power in communicating.

1) Types of Speaking Skill

According to Brown (2004), there are five basic types of speaking:

- a) Imitative: Imitative speaking is the ability to imitate (parrot back) a word or a phrase or possibly a sentence.
- b) Intensive: Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological and grammatical aspect of language.
- c) Responsive: Responsive speaking is interaction at the somewhat limited level of a very short conversation, standard greeting and small talk, simple comment and request, and the like.
- d) Interactive: Interactive speaking; complex interaction which sometimes includes multiple exchanges and/or multiple participant.
- e) Extensive: Extensive speaking is oral production, include speeches, oral presentation, and story telling.

B. COVID-19

1) Definition of Covid-19

Corona Virus Disease 2019 or commonly abbreviated as COVID-19 is an infectious disease caused by SARS-CoV-2. According to Richard sutejo (2020), corona virus or severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) is a virus that attacks the respiratory system. This disease dueto viral infection is called COVID-19. The Corona virus can cause minor disturbances to the respiratory system, severe lung infections. The Corona virus or Covid-19 is still part of a family

of types of viruses that can cause diseases ranging from mild, such as the common cold to severe, such as Severe Acute Respiratory Syndrome (SARS).

George Satayana (2020) stated that “those who do not learn from history are doomed to repeat it”. As our UK “good outcome” death toll of 20,000 from coronavirus (SARS CoV - 2/ COVID -19) in 2020 has sadly been surpassed, never has a phrase been more pertinent. Corona virus outbreak or known with Covid-19 is becoming in hot issue to discuss, both in Indonesia and whole the world. This case is considered very serious to be handled, considering that many victims have been detected with the virus was infected, the center is in Wuhan,China. Since its discovery, the virus has unfold globally, inflicting thousands of deaths and having a colossal impact on our health systems and economies.

According to Saxena (2020), “Coronaviruses represent a larger family of viruses, some of which have previously caused human disease such as Middle east respiratory syndrome (MERS) and the like (p.2). As a result, more than one million lives, out of 33 million cases, reportedly have been recorded to be claimed according to the global death toll. Public fear has even risen due to the increasing number, which force various health protocol to be administered.

C. Distance Learning

1. Definition of Distance Learning

Teaching and learning process does not only occur in actual classrooms, but can be outside of the class, through virtual classrooms that can be reached any-

where, teachers and students are physically separated. Distance learning is a teaching approach, where students are not always physically present at school (Kaplan and Haenlein, 2016). Distance Learning or distance education, is also interpreted as an education whose learners are separate from educators and their learning using various learning resources through communication technology, information and other media (Supradono, B, 2009). E-learning is becoming one of the most widely used methods for learning and teaching, as well as for receiving online education. It is more difficult to apply and integrate e-learning in formal education, nevertheless. This is due to the fact that altering the paradigm of teaching and learning is a challenging process that includes numerous parties. Online learning is sometimes referred to as distance learning, virtual classrooms, and distance education. The main components of the lessons and education offered include the physical separation of teachers and students during instruction and the use of various technologies to support teaching and learning in a virtual classroom. These technologies can also help with communication between students and teachers.

2. The Purpose of Distance Learning

In general, Distance Learning or Online Learning aims to provide quality learning services online that are massive and open to reach a larger and wider audience (Bilfaqih & Qomarudin, 2015). In addition, Distance Learning or online learning also aims to achieve a students that have 4 competency, namely Critical thinking (critical thinking) which directs students to be able to solve problems (problem solving) then Creativity thinking (creative thinking). Educators (teachers) in order to assist students who have high creativity and are able to think and see a problem

from various sides or perspectives then Collaboration (working together or collaborating) this activity is very important to be applied in the learning process so that students are able and ready to collaborate with anyone in their future life, then the last one is communication, which can be interpreted as the ability of students to convey ideas and thoughts quickly, clearly, and effectively.

3. Types of Distance Learning

In Distance learning, lecturers can combine from 2 types in applying distance learning. According Federick B. King (2001), Distance Learning divided into 2 types:

a. Synchronous (Synchronous).

Synchronous technology is an online delivery mode where all participants are at the same time requiring a schedule to be held. Discussion and knowledge transfer face-to-face is like meeting through various video teleconference platforms that are widely available for free such as Zoom Meeting and Google Meet. The platform makes educators and learners to meet and interact virtually with instant messaging facilities and presentation activities.

b. Asynchronous (Asynchronous).

Asynchronous technology is an online delivery mode in which course participants access material on their own schedule. Students do not need to be together at the same time. Message board forums, e-mail and recorded video are examples of asynchronous technology. Infrastructure that supports online learning through various discussion rooms such as:

1. Google Classroom: : According to Beal (2017), Google Classroom a tool that facilitates students and teacher collaboration; also, the teacher can

make and distribute assignments for students in an online classroom for free. It makes teachers ease to construct groups to share assignments and announcements. Classroom allows teachers to organize and assess the progress of their students while staying connected from anywhere. This service can greatly reduce the use of paper and facilitate the learning process, especially in online learning. One of the features that can be found in google classroom is that teachers can create classes, assign assignments, and conduct assessments without using paper. Teachers can add material from YouTube, Google Forms surveys, and other documents on Google Drive, as well as conduct question and answer sessions with students. They can also give invitations to guardians and parents to see a summary of the child's learning outcomes and also the tasks that may be given. Because it is connected through the internet, all this can be done in real-time.

2. Whatsapp: According to Dedi jasrial (2019), Whatsapp is one of the most widely used messaging apps today, and it can be used on a smartphone, a computer, or a tablet. The majority of individuals prefer to communicate with others using this app. Features include Whatsapp Group which can be used to send text messages, images, videos and files in various formats to all members.
3. Google Meet: During the pandemic, Google Meet is a popular online tool for teaching and instructional processes (Setyawan et al., Yunitasari & Hanifah, 2020). Google Meet is a premium video converence app service. The app has a fairly good quality of service capable of accommodating teleconference participants of up to 250 people simultaneously in a grid on a single screen.
4. Zoom Meeting: Zoom cloud meetings is a highly useful alternative

application for virtual meetings that allows you to communicate with a large group of people without having to make direct contact, as well as support learning demands in today's digital era (Pratiwi, Afandi, & Wahyuni, 2019). Zoom Meeting is a software that allows users to meet online. Zoom provides two options for video conferencing. First without pay, for meetings with 100 members, with a deadline of 40 minutes. Both paid facilities are tailored to the needs of users, with an estimated price starting at US \$15 per month. Also supported by the recording and transcript feature, so you can directly save the meeting recording.

5. Edmodo: Gay and Sofyan (2017) stated that In an interactive approach, the student uses the online learning environment edmodo to gain knowledge or skills that are now only possible with help from others (teachers or peers). Teachers and students can exchange notes, links, and documents using Edmodo. A social networking learning platform called Edmodo is geared for educators, learners, and even parents of learners. The display layout on Edmodo frequently resembles that on Facebook. Teachers and lecturers may simply distribute grades, assignments, and quizzes to students using Edmodo.
6. Telegram: Naderi and Akrami (2018) stated that employing telegram groups in the classroom has a big impact on students' reading comprehension abilities they agreed that it increased the students' reading comprehension skills. Telegram is similar to WhatsApp, although the two have different advantages and disadvantages. Telegram can be used to send text messages, photos, videos, audio, and various kinds of files. The advantage that is not owned by other messaging

platforms compared to Telegram is that this application is able to exchange documents in very large sizes. What Telegram is able to share files with a size of up to 1.5 GB per file. The file-sending features in telegram are more varied, ranging from doc, zip, mp3, and much more.

4. Principles of Distance Learning

The principle of Distance learning is when the learning becomes meaningful, the learning process that is oriented towards interaction and learning activities. Learning is not only focused on giving learning tasks to students. Educators and students must be connected to each other in the online learning process. According to Padjar dkk, (2019), it explained that the design of an online learning system refer to 3 principles that namely:

- (1) A simple learning system so that it is easy to learn.
- (2) The learning system must be made or designed personally by educators (teachers) so that students do not depend on each other. The system must be fast in the process of finding material or answering questions from the results of the system design being developed.

5. Benefit of Distance Learning

Shinjita Agrawal (as cited in Distance Education and ICT, 2017) stated that the benefits and disadvantage of online education can be summarized as follows:

- a) Various programs and courses are available.
- b) Total costs are lower.
- c) A more pleasant learning environment
- d) Flexibility and convenience
- e) More engagement and more concentration
- f) Promotional opportunities

- g) Avoid commuting
- h) Enhance your technical abilities.
- i) Students can review teaching materials without being limited by place and time as long as there is an internet network.

These are just a handful of the numerous benefits of attending classes online. Students enrolled in online degree programs have the freedom to manage their time, understand the contents offered, and complete projects on their own time.

6. Lack of Distance Learning

Students can miss deadlines due to computer troubles or an inconsistent Internet connection. Students who are unfamiliar with Web browsers, email, or newsgroups will struggle in online classes. Without visual signals to provide context, written critiques in an online class may be misconstrued. Because online education is still relatively new, the quality of online classes, even from the same institution, can vary dramatically. It can be difficult to discern whether an online course will provide a satisfactory return on your investment before you start.

7) The Concept of Distance Learning in the Time of the Covid-19 Pandemic

Munir (2009) explained that distance learning is a learning system that does not take place in one room and there is no direct face-to-face interaction between teachers and students. In line with this, Buselic (2012) emphasizes that the focus of distance learning lies in technology-assisted learning methods with the aim of sending learning materials to students. Based on this, distance learning is carried out without any direct physical interaction between the teacher and the learner, the interaction is carried out on a virtual system with the technology that allows interaction and transfer of knowledge from the teacher to the learner. In the context of the

Covid-19 pandemic, distance learning is an effort to prevent the spread of the Covid-19 virus. Therefore, distance learning is an important effort in order to suppress the spread of the virus widely, especially among teachers and students. Meanwhile, Huang (2020) stated that during the Covid-19 pandemic, the learning process was carried out with “Flexible Learning” system. This system has several characteristics, namely:

- 1) Dimensions of learning that can be carried out anywhere and anytime.
- 2) Learners can learn whatever they want.
- 3) Learning resources can come from direct teachers or various sources available on various media such as the web conferences.
- 4) Teachers have many opportunities in determining the implementation of learning (tutoring, independent study, seminars, debates, and online discussions).
- 5) During the assessment, students can use a system that provides more flexibility for students in reporting every activity carried out during the Covid-19 pandemic.

Luh Devi (2020) explained that during the Covid-19 pandemic, learning at home or online was a solution to continue the rest of the semester. Online learning is defined as a knowledge transfer experience using video, audio, images, text communication, software and with the support of the internet network. This is a modification of knowledge transfer through website forums and digital technology trends as a hallmark of the industrial revolution to help support learning during the Covid-19 pandemic.

8. Challenges experience students.

In terms of challenges, Tu's ethnographic study at an American institution

best encapsulates the constraints that studies have identified may contribute to EFL students' low online social presence (Ulfa, 2021). Students' discontent with their learning, a lack of knowledge development for their future job, low academic performance, and students' lack of access to online learning due to a lack of technology assistance are some of the difficulties that have arisen as a result of online learning (Gonzales, McCrory Calarco, & Lynch, 2020).

A. Types of Experience

1. Virtual experience.

The term "virtual experience" relates to the use of information technology in our daily lives, which also necessitates physical engagement. Gaming or watching virtual reality movies are examples of virtual experiences. During the pandemic, this experience is the most widely obtained by students because all face to face classes must be transformed into virtual experience classes by using several supporting applications such as Google classroom, Whatsapp, Google meet, Zoom meeting, etc.

2. Physical experience

Processed and unprocessed events in your immediate environment make up your physical experience. There are many distinct types of bodily experiences that a person might have. One is that immersive experiences necessitate your presence.

3. Mental Experience

Our minds are where we have mental experiences. They might be caused by bodily sensations, such as fear or rage, or they can be the outcome of previous physical events. Learning and being aware of social conduct are

also part of mental experiences. This area of experiences includes mental training.

4. Emotional experience

Emotional encounters are among the most personal. They have to do with love, social ability, wrath, and a variety of other personal characteristics. Affectionate experiences, desirable experiences, and spectacular experiences are all examples of emotional familiarities.

5. Social experience

Physical presence or communication with other people are required for social experience. These kinds of experiences are essential to our survival as humans. Maslow's Hierarchy of Needs has defined it (psychological needs, safety needs, love and belonging, esteem, and self-actualization).

B). The influencing factors of students' Outcomes on Online Learning during COVID-19 Outbreak

According to Pham, Hoang and doan (2021) students' online learning outcomes are affected by 6 factors in the descending order, including the following:

- 1) Online learning platforms want to make it easier to share knowledge and learn. Utilizing technology to learn, research, and gain knowledge has become essential in today's globalized world. The ease of use and accessibility of these materials facilitates the sharing of information. Numerous studies have demonstrated that the usability, accessibility, and transmission speed of online content and mobile devices are important factors in the learning process. Online learning flexibility has improved due to the ease of access, which has positive effects. Based on these justifications, the following hypothesis is created for

this inquiry. The ease of usage that students believe it to be has a positive effect.

2) **Learner Characteristics:** Social interaction with lecturers and with co-learners is imperative to achieve better online learning quality. Strong interaction and consistent practice are key to making online learning effective. Additionally, since the rules and requirements of online learning are more relaxed, being proactive, having the ability to do independent study, and feeling compliant are essential requirements for achieving better learning outcomes. Compared to prior methods, controlling the process is more difficult. Based on these justifications, the following hypothesis is created for this inquiry. Learner traits have an impact on students' online learning outcomes.

3) **Perceived usefulness:** Perceived usefulness is the degree to which learners believe that the use of online learning will help improve their performance. The value of online learning is illustrated by the fact that it allows students to save time and money on travel while also having access to a range of ways. Perceived usefulness has been shown in numerous studies to have a favorable impact on learners' attitudes and motivation, resulting in improved learning results. The following hypothesis is designed for this investigation based on these rationales. Students' online learning outcomes are positively influenced by perceived usefulness.

4) **Course Content:** Engaging course content encourages student participation and proactiveness, which influences learning results. The

organization and content of chapters of learning materials are included in the E-learning content. In addition, the E-learning content provides supplemental tools to help students understand the subject more clearly and deeply. This component aids in the development of students' analytical and critical thinking skills, as well as their problem-solving abilities. The following hypothesis is designed for this investigation based on these rationales. Students' online learning outcomes are influenced by course content.

- 5) Course design: E-learning course design includes structure, course design interface, testing and evaluation methods, and exchange forums between lecturers and learners. A strong course design will draw students in and make it easier for them to study in online classrooms. To promote and assist the self-study process, the course design interface is used to introduce course content that is designed according to students' competency and level of understanding, and is appropriate in terms of time and space. Education Research International. The following hypothesis is designed for this investigation based on these rationales.
- 6) Faculty capacity: In contrast to traditional education, the online learning process is learner-centered rather than teacher-centered. Higher education students benefit from pedagogical approaches, professional competence, science and technology application level, the ability to construct and combine new ideas, and practices in generating online course content. The following hypothesis is designed for this investigation based on these rationales. Faculty capacity has a favorable impact on online learning outcomes for students.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher provided a research design that was adopted in the study. After that, explain who were population and sample in the study. Later on, the researcher explained how the data were collected from participants. Finally, the procedure of data analysis was used by the researcher.

A. Research Design

In this study, the writer used qualitative research. Richards (2005) pointed out that qualitative data as records of observation or interaction that are complex and cannot easily reduce to numbers. Data collection through qualitative techniques can generate a good relationship between the interviewer and interviewee. The researcher used the interview to collecting data from participants. The question consist of 10 questions. For participants, purposive sampling technique was used in this research. The sample of this study is 25 students who are taking speaking class during COVID-19 in English de-partment of UIN Ar-raniry in batch 2019.

In this study, the researcher is interested in employing semi-structured interviews. Thematic methods of analysis are used in this study, to analyze data from participants. The results were analyzed to find out the student's challenges in their speaking skill during COVID-19 distant learning. The results aimed to know how students can overcome the challenges in their speaking skill through online learning. The results of data were analyzedo in written form of descriptive analysis.

B. Population, Sampling and Sample

1. Population

Before the sample was collected, the researcher had to determine the population. According to Sugiyono (2017) the population is generalization areas of objects that have certain qualities and characteristics set by the researchers to be studied and then with drawn Conclusion.

In this research, the population of this study was 25 students in the batch 2019 academic year conducted at Students Language nEnglish Education Department of UIN Ar-Raniry Banda Aceh. There are about 11 Male and 13 female as the population.

2. Sampling

In selecting the sample, the purposive sampling technique was used in this research. According to Arikunto (2010) purposive sampling is the process of selecting a sample by taking a subject that is not based on the level or area, but it is taken based on the specific purpose.

Sampling was established to select some of the individual processes in research so that they or individuals might participate voluntarily. The goal of sampling is to obtain information about a population by using a few individuals. Sampling is a method of obtaining a sample.

3. Sample

The selection of a sample is a crucial stage in every research project. A sample is a subset of the population that will be studied. To confidently extrapolate from the sample to the population, the sample must be representative.

Therefore, for this research, the writer took only one class that is

Intermediate class. The writer choose sample for this study from the population with random sampling technique, which 8 students who are taking speaking class in pandemic during online learning. Furthermore, based on the sampling technique used in this research, the writer presented several criteria for research participants, such as:

1. The students of the department of English Language Education of UIN Ar-Raniry Batch 2019.
2. The students participant, as stated at point 1, have already taken speaking class in pandemic during online learning.

C. Data Collection Method

An interview is a structured conversation where one participant asks questions, and the other provides answers. The term "interview" is commonly used to describe a one-on-one dialogue between an interviewer and an interviewee. The researchers also decided to use interviews as a way to collect the results of research. Cohen (2007) defined that interviews is situations that occur not naturally but are constructed so as to make it different from everyday conversation, the researcher has an obligation to regulate different procedures in an interview. It can be concluded that an interview is a dialogue between two or more people, which are interviewed at specified time according to their convenience and availability.

The type of interview used in this study is the semi-structured interview. Cohen & Marrison (2007) argued that the researcher has more freedom to construct the questions in a semi-structured interview, and participants can define their own experiences.

In the process of interviewing with research participants, the writer was applied the interview protocol for asking questions and recording the answers of the interviewee could be in line with the following point as suggested by Creswell (2014), as follows:

1. A heading includes the date, place, interviewer, and interviewee.
2. Instructions for the interviewer to follow the standard procedures that are used when interviewing the participants.
3. The questions are typically ice breaker questions at the beginning, followed by several sub-questions and a concluding statement.
4. Inquires for about 4-10 questions to ask the participant's ideas in more detail or elaborate on what they have said.
5. Space between the questions to record the answer
6. A final is a thank-you statement to acknowledge the interview about the time spent during the interview.

D. Data Analysis

Data analysis is the review process, sorting and grouping data in order to put forward working hypotheses and present the data as the result of research conclusions or theories (Bakri, 2003). The descriptive analysis was used to analyze data. Descriptive analysis is the method used to objectively describe the nature and magnitude of sensory characteristic (Kemp, Joanne, Tracey, 2018). To understand the central phenomenon, researchers interviewed the Participant by asking general and broad questions. (Creswell, 2008) The qualitative research's final written report has a flexible framework and focuses on the individual.

The researcher did the following steps to analyze the data :

1. After recording the conversation, the researcher transcribes the responses of

the participants.

2. The researcher used theme analysis to assess the data. Thematic analysis is one of the ways to analyze data in order to identify patterns or to find themes through the data that the researcher has collected (Braun & Clarke, 2006).

This method involves four steps:

- a) Reading and familiarization: Here the researchers need to understand and integrate with the qualitative data obtained
 - b) Composing code: The code can also be considered a label, or a feature contained in the data associated with research questions.
 - c) Searching for themes: This theme describes something important that is in the data related to the formulation of research problems. More further conveyed by Boyatzis (1998), this theme describes the pattern of the phenomenon studied.
 - d) Finalizing the analysis: In particular the results of thematic analysis used to identify patterns in an event that becomes object of research.
3. After examining the data, the researcher discovers the findings and describes them in a written report.
 4. The last, the researchers re-observed the findings and concluded the study.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings of the research based on the data collection. The findings were meant to answer the research questions. The purpose of this study is to find out the challenges that EFL students face in their speaking skill during COVID-19 distant learning and to know how students can overcome the challenges in their speaking skill through online learning.

A. Findings

In this section, the author outlines the results of interviews conducted to find out the challenges of students in speaking skill during COVID-19 distant learning and to know how students can overcome the challenges in their speaking skill through online learning based on student's experiences. The data collection technique used was a semi-structured interview which was conducted on June 7th -18th, 2021. The participants were eight undergraduate students of batch 2019 in the English Language Education Department UIN Ar-Raniry. Ten questions were asked to each of the participants to acquire the information.

The findings may be divided into two themes based on the interview namely (1) students' challenges in speaking skill during COVID-19 distant learning (2) how students can overcome the challenges in their speaking skill through online learning. To make the data easier to understand, the writer

assigned special codes to each student, such as S1 for student 1, S2 for student 2, and so on

1. The Students challenges in speaking skill during COVID-19 distant learning.

All interviewed participants gave different responses about the difficulties that they faced in their speaking skill during online learning. Despite the challenges, therefore, from the interview that has been conducted, students admitted that they faced several challenges in carrying out speaking skill during COVID-19 distant learning in different categories such as bad connection and personal traits.

1.1 Connection Problem

1.1.1 Lack of network

Based on interviews conducted with several students, it was found that five participants stated that lack of connection was one of the challenges that they faced in their speaking skill during distance learning.

S1 argued that:

Signal and bad connection is number one, especially when online meeting. And at the beginning it is very difficult for me when first time I was using the zoom meeting and google Classroom, because I have no experiences before.

S6 argued that:

The challenge is about the internet connection, it very disturb me while studying. As we know that without internet connection, we cannot do the learning process.

Similarly, S2 argued that

Unfortunately, due to the internet issue, speaking during online classes wasn't always easy.

Furthermore, S4 admitted that:

Because the learning is not effective and there are many challenges faced by students, for example when working on video speaking tasks sometimes students experience challenges in storage rooms or internet networks that are not supportive.

From the student statement above, that not a few students feel that networking is one of the challenges they have to face during the distance learning process. As it is considered that networking is one of the important things that can affect your speaking skills during distance learning. If the network need has distractions, automatically the sound produced becomes less clear so that students find it difficult to hear clearly, and will have an impact on their speaking skills while the class is in progress.

1.1.2 Limited internet data

Based on interviews conducted with several students, it was found that two participants were mentioned that limited internet data, was one of the challenges that they faced in their online class.

S6 argued that:

Especially when entering g-meet which consumes a lot of internet data so that I or my friends often go to the stall with Wifi to save data.

One students admitted the internet data significantly affect their connection studying on online speaking class. With limited internet data, it was become one of students challenges in online speaking class.

1.2 Using application problem

1.2.1 The problem in operate the application

As one of the basic requirements of online learning and one of the most important features of language teaching, additional learning tools during online classes are one of the important things that can support the success of distance learning. Skills in using learning applications are indispensable in presenting classes in English because it becomes easier for students to take learning classes. However, two students interviewed said that operating a learning application is one of the most difficult things to do at the beginning of a remote lecture.

S1 argued that:

And at the beginning it very difficult for me when first time I was using the zoom meeting and google Classroom, because I have no experiences before.

The case of learning tools problem was also experienced by S6, she said that:

I forget to submit assignments from lecture several time, and confused about how to join meeting in zoom.

From the answers above, two students claim to have problems with the operation of learning tools. Students who are still new to various learning tools who have to adapt quickly and learn by using these tools.

1.2.2 Difficulty to hear sounds

The sounds also becomes one of the challenges in speaking class, especially when students presentations in front of the classroom with an faint voice. It could raise another problem that might influence the student listener could not understand the presentations.

S3 argued:

No doubt that we have to find good network so the lecturers voice can be heard clearly.

S5 argued that:

Another challenge when students start a conversation, some students make an noisy sounds when trying to start a conversation because they don't know who is talking, and who is listening.

Two students revealed that if problems with the voice greatly affect the speaking when doing a presentation, the voice is very influential on the success of the speaking that the id will be displayed in the classroom.

1.3 Process of learning

1.3.1 Difficult to understand the material

Three students said that it is difficult to understand the material given by the lecturer, for that reason, students have problems in understand the material given orally.

S3 argued:

Online learning made me difficult to understand the material due to lack of practice in classroom.

S6 argued that:

Because while studying online, it hard for me to catch the material, especially speaking class, sometime I don't know what lecturer said.

In addition, S7 argued that:

It is difficult to understand what is conveyed by lecturers, some students are in an open space, so if they give an opinion the material is a little less clear to be heard.

From the above statement, it can be concluded that some students have

difficulty in understanding the material presented by the lecturer. In addition, students also acknowledge that difficulties in understanding the meaning of the text make them unsuccessful in engaging the students listeners.

1.3.2 Lack of intensity of interaction

Some students find it difficult to speak due to the lack of interaction using speaking, so that being limited in vocabulary, students admit that the lack of interaction will significantly affect their ability to speak in the classroom.

S4 argued:

Lack of interaction because some people feel unmotivated to hone pronunciation and add new vocabulary.

From the explanation of the participants above, it can be concluded that students face difficulties in speaking and add new vocabulary when trying to speak in class due to the lack of interaction with each other during online classes. The lack of interaction affects their speaking performance so that students will have difficulty in developing their speaking skills in the classroom.

1.3.3 Difficult to understand the body language

Generally, body language respond to a person's state of inner emotions, intentions, or social communication. Based on the explanation in this context, it is important to emphasize that body language are very influential in helping to understand the speaker. However, it is not easy for some students to understand the body language displayed by the lecturer when they are in the

learning process.

S3 argued:

Honestly, speaking class in online learning is not really effective. Speaking need sort of gesture and of course we get it in face-to-face class.

Data from student interviews revealed that the lack of body language caused students difficulties in understanding what the lecturer was conveying.

1.4 Personal Traits

1.4.1 Lack of Motivation

Motivation is an innate urge that propels a person to take action in order to accomplish a goal (Harmer, 2007). In speaking skill, motivation can help students become more active in speaking. However, two students admitted that they lacked motivation in speaking during the ongoing learning process.

S6 argued that:

When it comes to being lazy, I think it's a natural thing depending on the person, I'm tired of constantly just staring at the device screen, I need a new atmosphere.

S3 admitted that:

Yes. Bored. The monotonous learning method, I mean like we only facing the screen all the time, and then speak based on topic, sometimes I felt unexcited and have no motivation in that class.

Based on the statement above, students faced difficulties in maintaining student interest due to lack of motivation to speak during online learning. In addition, some students admitted that they were not interested in

speaking through online classes because it made their confidence decrease if they entered the class offline.

1.4.2 Lack of self-confidence

Based on interviews conducted with several students, it was found that three participants stated that lack of self-confidence was one of the challenges that they faced in speaking class.

S2 argued that:

During online classes, I won't meet people in person, so it makes me less stressed and nervous when it's time to talk through zoom. however it's different when we enter an offline class, we will meet people in person when we speak in front of the class and it makes me feel very nervous

In addition, S4 argued that:

Yes, because online classes make students lazy and students' self-confidence decrease when one day we have to do face to face class.

Moreover, S7 added that:

If we are in offline class, I would not dare to speak up in class, surely I feel ashamed and afraid to give an opinion or speak in class.

From the student statement above, students assume that they are more confident in speaking during online classes and increase nervousness when doing it in offline classes. Because it is considered that self-confidence is an important thing to do speaking in class.

2. The solution to overcome students' difficulties in speaking skill during covid distance learning.

After interviewing the students about the causes of their challenges

in speaking skill during covid-19 distance learning, the researcher asked students about the possible solutions they applied to cope with those problems. There are two main points implemented by students in overcoming their challenges in speaking skill during covid-19 distance learning. Namely, find a better location, purchase the internet data, encouraging themselves.

2.1 Connectivity Issues

Some students have problems with the challenges of getting a good network due to the spread of several students in various regions with different internet connection conditions in each place. Because of the lack of adequate internet conditions, it can be a challenges for them to do speaking during online class.

S1 stated that:

For the connection problem, I need to find the better place, since I was at my village, it really hard to do.

Similarly, S6 argued that:

I have to looking for the location that have good internet connection.

S7 explain that:

To overcome the constraints I mentioned earlier, I usually look for places where the network is stable, and suggest to friends to be in a closed room.

S8 supported the statement that:

Constrained due to a bad network, so it's a good idea to be helped by an additional capable wifi network.

From the previous answer, it can be concluded that students need to search

for better locations in order to obtain a sufficient network for use throughout the current online learning process.

Furthermore, one of the things that can support speaking abilities in distance learning is the support of sufficient internet data that can be well connected to the internet network so that learning is easier to do. According to two students, having enough internet data prepared is the best way to support speaking during distance learning.

S2 Stated that:

Since my problems were minor, like the internet problem, I overcame it by repurchasing internet data or borrowing my mom's phone.

S8 admitted that:

Before entering the e-speaking class you have to prepare a lot of quotas and look for a good network.

From the answers above, it can be concluded that students are better off having good internet data to support their speaking in the distance learning process so that this is not one of the things that can make it easier for students if they want to do or listen to speaking while the distance learning process is taking place.

2.2 Frequently operating learning tools

Some students found it difficult when they first operated the study aids because they felt unfamiliar with the tools, so they decided to learn by watching how to operate the tools on youtube.

S1 stated that:

And for the problem with first time using the online learning application, I can watch tutorial on youtube.

Moreover, voice quality plays an important role in understanding speaking. Student readers modulate sounds that show emotions and stimulate reactive emotions to student listeners.

S4 stated that:

The way to overcome this is to stay away from the crowd, before entering the e-speaking class.

When hearing speaking with limited voice quality, some students find it difficult to understand other student. Students believe that one way to overcome voice problems is to distance themselves from the crowd.

2.3 Do speaking exercise

Some students find it challenging to comprehend the lecturer's topic. Students also remark that they struggle to engage their listeners because they are unable to comprehend the text's significance. Some students believe that the speaking exercise really helps them in understanding the material.

S3 stated that:

Because I believe that the key in speaking is “practice make perfect”. As long as I practice it, online learning or face-to-face is no matter.

Due to the lack of interpersonal interaction in online classrooms, students had trouble speaking class and acquiring new terminology. Students

will find it challenging to improve their speaking abilities in a classroom setting due to the lack of engagement. The researcher found that one way to overcome the problem of lack of speaking interaction during distance learning is to enter the conversation frequently while conducting online classes.

2.4 Self-suggestion

Students admitted to change their mindset from before to make students become more motivated and increase their self-confidence to do speaking during online classes. One student claimed that he trying to give advice to himself so that he became more enthusiastic about doing speaking while distance learning was taking place.

S8 stated that:

Trying to be more calm, trying to solve what is the source of the problem and having a mindset of all the problems will be a way out.

S3 also stated that:

Change my mindset about “Bored”. Giving myself a suggestion such as I have the motivation to follow the class, I need to learn more about speaking, it is important to me, and etc.

Based on the statements of two participants above, students admit that changing mindsets and giving advice to themselves is very influential in doing distance learning.

B. Discussion

This section provided to answer the research questions of this study.

Based on the interview which was conducted on June 7th -18th, 2022. The participants were eight undergraduate students of batch 2019 in the English Language Education Department UIN Ar-Raniry. Ten questions were asked to each of the participants to acquire the information.

The first research question was asked about the “students challenges experience in their speaking skill during COVID-19 distance learning”. The result showed that there are two very common challenges felt by the participants which is influenced by the new environment or from themselves.

The first challenges was concern with the virtual experience, such as the problem in operate the application, and limited internet data. From the student statement, student feel that the ability to operate learning application is needed to support the learning of speaking classes properly. The challenges faced by students were also supported by different factors such as limited internet data. Limited internet data significantly affect their connection studying on online speaking class. As it is considered that internet is one of the important things that can affect student speaking skills during distance learning. This study was found the same result as Syafrayani (2021) and titled ”Unpacking The Opportunities and Challenges in Learning Speaking Through Online During COVID-19 Outbreak: According to research, distractions, information overload, technology, and internet, as well as little engagement and insufficient support, are hurdles that frequently prevent students from succeeding in online learning.

The second challenges found in this study was concern with physical experience, including difficult to understand the body language, Based on the

explanation in this context, it is important to emphasize that body language is very influential in helping to understand its speakers. However, it is not easy for some students to understand the body language displayed by the lecturer when they are in the learning process. students feel less physical experience during online learning because they spend more time through online learning.

The third challenges found in this study was related to mental and emotional experience, students faced challenges in maintaining student interest due to lack of motivation to speak during online learning. In addition, they were not interested in speaking through online classes because it made their confidence decrease if they entered the class offline.

The fourth challenges found was concern with social experience, some students find it challenging to talk in class due to the lack of spoken contact. They acknowledge that this will negatively impact their capacity to communicate. It may be concluded that because of the lack of interaction with each other in online learning. The lack of interaction affects their speaking performance so that students will have difficulty in developing their speaking skills in the classroom.

The second research question was about the possible solutions to the challenges experience of efl students in speaking class during covid-19 distance learning. After the researcher interviewed the students, the researcher discovered some solutions implemented by students to solve their problems in doing speaking during online learning.

Furthermore, the second research question “How do students overcome

the challenges in speaking class during COVID-19 distant learning.? ", the results show that participants believe that there are several ways that they can overcome the challenges related to the problem in operate the application, students who find it difficult to operate a learning tool for the first time, they watch a tutorial on youtube to assist them in understanding how the online learning tool operates it quite helpful to the learning process.

Speaking learning can have a significant impact on improving students' speaking skill, therefore the participants also suggested that the internet of data is very influential for the success of distance learning in speaking. Participants suggested that it is better to prepare enough internet data before entering class to avoid connection problems and interfere with their speaking activities, as well as participants said that they often use their mother's cellphone to be used as a hotspot during the learning process, to avoid internet connection problems during the learning process.

Also revealed other solutions that are effective for the student in succeeding speaking in onlinw classes, such as students spending time to watch videos to assist students in understanding how to operate the learning applications used during distance learning. On the other hand, despite the many difficulties that students face in speaking classes during online learning, it also offers many benefits in understanding and developing a more inclusive understanding. Students can also rehearse their conversations by having some additional interactions and training themselves to adapt to the speaking skills they have. This activity allows students to organize their ideas, generalize

(usually abstract) the topic being discussed, and support specific information from the source text.

Student online learning experience has an impact on increasing student's speaking achievement. Participants argue that during online learning students feel several things that occur to themselves such as a lack of motivation to speak during online classes. Students admitted to change their mindset from before to make students become more motivated to do speaking during online classes. One student recognized that he tried to give advice and suggestions to himself. The researcher found the lack of motivation become one of student challenges in online learning, this result was supported by Lazim, r. m. (2020) "An Analysis of Students' Difficulties in Speaking Through Online Learning During Covid-19 Pandemic", the research found the students feel bored during online learning. Furthermore, Regarding the finding of this study, it is indicated that most of the students admitted that they had the problem related to self-confidence, whereas having high self-confidence will support students to show their best performance in front of audiences to deliver a message of literary piece successfully.

In addition, the results obtained show that the experience of speaking during online classes not only affects their speaking performance but also provides personal benefits for participants, including; 1) Online learning experience, It can save costs and time, be more practical and flexible, a more suitable approach, a fun learning experience, more personal, easy to document, environmentally friendly because it can reduce paper use, and finally alternatives during social distancing. 2) Foster confidence; Participants also have the

opportunity to train themselves to increase their confidence and they do not want to miss this valuable opportunity to increase their capacity. As Brown (2000) and Skehan (1989) (quoted from Al-Hebash, 2012) state that confidence is one of the most influential variables of personality aspects that affect learning.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter provides conclusions and suggestions. The conclusion explains the summary of data analysis and discussion. Furthermore, the suggestion presents the benefits of this study that are useful for future studies in the same field by other researchers.

A. Conclusions

Online learning is a teaching and learning process that utilizes the internet and digital media in the delivery of its material. The online learning method is considered closer to the current generation of students who are known to be very integrated with technological products. This is a form of digitization in the world of education that has many benefits. This study aims to investigate the challenges obtained by students majoring in English language education at UIN Ar-Raniry batch 2019 against the challenges they faced in speaking during online learning.

However, the data shows that students of the English education department of UIN Ar-Raniry batch 2019 who have gone through online learning feel the impact of online learning on their speaking skills in online learning. During distance learning, their frequency is reduced in speaking English. They rarely interact outside the online classroom, only several times when answering questions and presenting according to the tasks. Participants realized that if different things happened while they were still in offline class,

they could easily interact with friends face to face using English everyday.

The result found that students faced problem in different categories such as connection problem (lack of network, limited internet data), personal traits (lack of motivation, lack of self-confidence, using the application problem (the problem in operate the application, difficulty to hear sounds), learning process (difficult to understand the material, lack of intensity of interction), and personal traits (lack of motivation, lack of self-confidence).

Several activities are applied by the students to overcome challenges in speaking class during distance learning. Regarding to the research question, the researcher found that the problem of connectivity greatly affects the success of student speaking during distance learning. For utilization throughout the current online learning process, students must look for better places to gain a suitable network. However, regarding the problem of connectivity, this is also supported by the influence of the internet data to assist the learning process better. It is important to prepare adequate internet data before entering online classes.

Students also watch videos to assist students in understanding how to operate the learning applications used during distance learning. Students also feel there are challenges in maintaining interest due to lack of motivation and gain their self-confidence during online learning. Students believe that changing mindsets and giving advice to themselves is very positively influential to increase their motivation during online learning.

B. Suggestions

Based on the findings of the study, it can be concluded that the challenges found when doing speaking skills during covid19 distance learning have an impact on the speaking skills of EFL students, especially students majoring in English language education at UIN Ar-Raniry Banda Aceh. Therefore, the following are: several suggestions from researchers to EFL students, lecturers, stakeholders at the university and further researchers, as follows:

1. Teacher

Researchers strongly recommend lecturers, especially lecturers of the English language education department of UIN Ar-Raniry to consider how important the experience of challenges during online learning is for students in this era and provide them with broader learning and thinking. Researchers also hope that lecturers can compile better concepts in the Speaking-learning process in the classroom, in order to strengthen students' better speaking performance.

2. Students

This research is expected to provide more insights to EFL students and motivate them on the benefits that can be gained through the challenges they have gained during online learning. Researchers suggest that EFL students try to take the opportunity to learn extras such as watching videos and some podcasts that can help their speaking during online classes, this can also build their hard skills and soft skills to improve their competence.

3. Institution

Researchers recommend institutions to provide information about the challenges faced by students in speaking during online classes. In addition, researchers also hope that institutions can be better at providing the facilities needed by students such as providing additional internet data assistance to reduce the occurrence of challenges in distance learning.

4. Further Researcher

The researcher believes this research has limited discussion and the scope focuses on the influence that students get from experiencing the challenges they face on their speaking skill during online learning. It is recommended for further researchers to enlarge the focus, or change the focus to other variables related to student needs. In addition, research can also be carried out with a focus on certain challenges to get more provable answers from the participants. Finally, research can also be carried out on the

advantages and disadvantages of challenges because it will be useful for lecturers and institutions in determining, designing, and improving programs in the future.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-15308/Un.08/FTK/KP.07.6/07/2021

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-11088/Un.08/FTK/KP.07.6/7/2021 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
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6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
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8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
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10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
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- Memperhatikan** : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Juni 2021
- MEMUTUSKAN**
- Menetapkan** :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-11088/Un.08/FTK/KP.07.6/7/2021 tanggal 29 Juli 2021
- KEDUA** : Menunjuk Saudara:
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Judul Skripsi : Exploring Challenges of EFL Students in Improving Speaking Skill During Covid-19 Distant Learning
- Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2021 tanggal 23 November 2020;
- KEEMPAT** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
- KELIMA** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Tanggal: 11 Oktober 2021

Rektor
Razali





**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
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Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **NADIRAYATUL HUSNA / 170203196**
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Ulee Kareng, Banda Aceh.

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Challenges Experience of Efl Students in Speaking Class During Covid-19 Distance Learning*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 06 Juli 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 06 Agustus
2022

Dr. M. Chalis, M.Ag.