

An Analysis of Students' Difficulties on Online Learning in Speaking Skill at the Twelfth Grade Students of SMA N 3 Kota Jambi in Academic Year 2020/2021

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ABSTRACT

This study aims to find out the difficulties on online learning in speaking skill. The researcher used a descriptive qualitative design by taking the sample used simple random sampling and then obtained XII Science 5 with the total number of 36 students, unfortunately three students did not fill the online questionnaires. Thus, there were 33 students as a sample. In collecting the data, the researcher used an online questionnaire. The result of this study showed the students' difficulties on online learning in speaking skill were: Pronouncing problems 66.6%, students having difficulty interacting with others 63.6%, limited vocabulary 57.5%, lack of grammar 54.5%, poor internet connection 48.4%, students have not enough understanding to explore and express their ideas 33.3%, furthermore the students lack of fluency 21.2%.

Keywords: *Online learning, Online questionnaires, Speaking difficulties.*

INTRODUCTION

Essentially, in English there are four abilities to be instructed. Which are speaking, listening, reading, and writing. As of late, speaking has assumed a completely significant function in second/foreign dialect settings as a method for communication in day to day life. O'Malley and Pierce (1996: 57) stated that among the four skills, speaking is a significant skill that a student needs to obtain since one of the significant obligations of any educator working with English language students is to empower learners to convey efficiently through oral conversations. Speaking is either an active or productive expertise. In spite of the fact that the four skills are similarly significant, speaking is the main instrument of communication. Alternatively stated, the objective of language is communication and the point of communicating in a language setting is to communicate efficiently. By mastering speaking, the student can likewise do discussion to others directly. To communicate in English is not simple, in light of the fact that individuals should master a few aspects in speaking. They are fluency, vocabulary, pronunciation, grammar, and comprehension.

As language students who have learned English seriously since primary school, the students ought to have the option to cooperate orally with one another through English. Tragically, in the real teaching and learning of speaking in online learning, the vast majority of the twelfth grade students of SMAN 3 Kota Jambi had issues in their speaking production. From observation, the students regularly experienced issues in pronouncing English words. Furthermore, they additionally had deficient capacity in mastering the English vocabulary and functional expressions so they had no clue about what to speak. Moreover, the students had issues with the use of grammar, and not fluency neither comprehension in speaking English (Wulandari Rian 2014:2). They looked apathetic and shy with the activities that include oral skills. A large number of them felt scared of being criticized and embarrassed in front of their friends during online meeting on Google Meet.

According to its definition, Google Meet otherwise called Google Hangouts Meet, is worked to let many individuals join a similar virtual meeting, and talk or offer recordings with one another from anyplace with web access. It is intended for use by organizations and different

associations, distant learning, and it is incredible in current the circumstances for educators who work in school and the students who study from home (John Steven, 2020). By utilizing this application, the teacher can share the material by using the highlights of Google Meet which permitted to put PPT through meeting despite the fact that occasionally not all students can see it because of the issues of their telephones or low specification. The spread of the coronavirus disease 2019 (COVID-19) is triggering a range of public health reactions. E-learning tools are assuming a critical function during this pandemic. Yet in non-industrial nations like Indonesia, technological, schooling/education foundation and financial difficulties exist. These difficulties may go about as an obstruction to the online learning process. For example, bad internet connection, gadgets deficiency, not every student and educator has an individual device to use for web based learning. A large number of them are supposed to share the laptops and computers with their parents, sisters or siblings to remain on course (Subedi, et al. 2020:3).

In light of the consequences of the portrayal above and in view of the different circumstance today, the researcher is interested in analyzing the students' difficulties on online learning by undertaking the following research titled: *An Analysis of Students' Difficulties on Online Learning in Speaking Skill at the Twelfth Grade Students of SMAN 3 Kota Jambi in Academic Year 2020/2021.*

THE CONCEPT ONLINE LEARNING

Online learning is part of a modern system that describes school programs at the beginning of the new millennium. The idea of online learning is like culture, subject to continuous transition. In comparison, a single concept of online learning that can be agreed by the majority of the research community is difficult to come up with. Particular profession perspectives and preferences are influenced by the multiple understandings of online learning.

The Internet has become one of the key

ways to make available resources for research and learning for both teachers and students to share and learn information (Richard and Haya 2009:183). It means, the Internet has gotten one of the crucial approaches to make accessible assets for exploration and learning for the teachers and the students to share and get data. Technology-based e-learning incorporates the use of the internet and other essential technologies to generate materials and regulate courses within an entity (Fry, 2001:223). This implies, that an Innovation based e-learning envelops the utilization of the web and other significant advancements to create materials for studying, educating, and furthermore the guideline of courses in an association.

There has been much debate about what a clear meaning for the word "online learning" would be. The current meanings created by the numerous experts show their specialization and interest. There are a variety of different ways of e-learning, including teaching methods and procedures (Rossi, 2009:67). It is difficult to find a widely accepted definition for E-learning, and there is also no commonly agreed upon definition of the concept either. Holmes and Gardner (2006) commented on the various interpretations of the phrase by mentioning that there are several different meanings of the word.

E-learning includes more than just the introduction of fully online courses in some definitions. For instance, Oblinger and Hawkins (2005) noted that e-Learning has transformed from a fully-online course to using technology, which primarily operates in an irregular timeframe to deliver part, or even all, of a course, in independent of permanent time and place. This shows that, E-Learning has been converted from a completely online class to the use of technologies to offer half all of a course independent of time or place. Also the European Commission (2001) describes, E-learning as the use of modern interactive technology and the Internet to enhance the quality of learning by enabling access to facilities and services, as well as remote exchanges and collaboration. Various definitions of e-learning are also provided

below:

Online learning refers to the use of communication and information technology to allow access to internet learning/teaching tools. In its broadest sense according to Maltz et al (2005), the term 'e-learning' is applied in different perspectives, including distributed learning, online-distance learning, as well as hybrid learning. This means 'e-learning' is used in numerous ways, including digital learning, online-distance learning and hybrid learning. Online learning, according to OECD (2005), defines the use of digitization of different educational systems as the promotion and improvement of higher education institutions, and includes the use of information communication technologies as a mechanism to assist learners, digital education or a mix of both. This shows with the use of digitization in learning systems is defined as encouraging and improving higher education.

The term online learning also applies, according to Wentling et al (2000), to the achievement and use of information that is primarily enabled and transmitted by electronic means. They assume that e-learning relies on devices and phones, but it is possible that e-learning may progress to platforms containing a variety of technology, such as wireless and television, and technology such as cellular phones. This indicates that the word "online learning" leads to the achievement and use of information that is primarily enabled and communicated by electronic means. Liu and Wang (2009) found in their literature review on e-learning concepts that the characteristics of the e-learning process are primarily based on the internet; global sharing and learning resources; information exchange and knowledge flow through network courses; and finally, learning versatility is provided as a computer-generated learning environment to address distance and knowledge issues.

Gotschall (2000) argues that the concept of e-learning is proposed based on distance learning, thus a transmission of lectures to distant locations by way of video presentations. This shows that the idea of e-learning is

suggested on the basis of distance learning, hence the transmission of lectures through video presentations to distant places. Liu and Wang (2009) however claim that the progression of communication technologies, particularly the internet, did transform distance learning into e-learning. This implied that the progression of communication technologies, particularly the internet. Online learning continues to spread worldwide as students and Teachers feel satisfied and see opportunities to set up and access Learning opportunities in alternate forms (White, 2008).

Online learning is a collection of learning experiences in a subject delivered through a network that provides access to and sharing knowledge. In particular, this concept appeared to point to a teaching and learning approach involving Internet technology. It can be inferred that online learning is also viewed as the use of the internet in accessing materials; communication with content, teachers, and other students; and assistance in learning processes to understand, make sense, and progress through learning experience. Online learning is characterized as distance-assisted learning through electronic devices such as tablets, smartphones, laptops and computers that require an Internet connection (Gonzalez & Louis, 2018). From the above, it can also be inferred that it is difficult to establish a common concept for e-learning. E-learning is referred to by some of the authors as offering full online courses.

THE DIFFICULTIES ON ONLINE LEARNING

The time and distance availability of online learning brings more and more students to online education. However, many of them face major obstacles that prohibit them from effectively completing their courses. According to Angus et. al. (2004), some families lack the educational services needed in school, such as computers and software. This issue of lack of material resources may be much more urgent in a situation where all school-learning children are at home, and one computer inside the family may not be enough. There may also be

differences in living room per family member, which may inhibit the likelihood of leaving school, and the shortage of material support that could be critical for home-based school work is concentrated in poor families with low incomes. This implies that families are ignoring critical educational resources, such as computers. This dilemma is more difficult for poorer families when their children are at home instead of being out at school. There are varied variations among the living room of the household members. This can inhibit the possibilities for doing schoolwork at home.

While caused by the lack of human interaction, the absence of a teacher and an inability to discuss it with their peers, students may often get upset. Often, the online environment, no matter how enriching it may be, may become too small for a student, and they may need a physical space where they can solve their questions and practice with real resources (Gamelearn 2019). Online classes are adaptable for the two educators and students however such classes have their own difficulties (Gillett-Swan, 2017). The consideration of students and security issues can be significant difficulties during on the web classes (Phuyal, 2020). Additionally, students from low-pay common families cannot join online classes as they frequently do not have access a PC or a dependable Internet service (Ghimire, 2020; Ojha, 2020). Numerous scholastics felt that the decision to switch quickly to online or virtual classrooms seemed inappropriate in the face of restricted technology and preparation.

Present review by ABC News has revealed that several students do not perceive online courses to be equal to classroom experience (Binkley, 2020). Educators, employers and stakeholders are also debating the usefulness of online learning. Despite the fact that all stakeholders of education have concerns with respect to the viability of online education in Indonesia, they report it in an unexpected way, based on the researcher's experienced when she taught at SMAN 3 Kota Jambi, the students have four fundamental issues or challenges regarding online education. To begin

with, they think that it is hard to adapt to the technology. Students frequently struggle to post tasks and sign on to classes. Second, a few students consider online classes as less interactive. For instance, one student stated "there is much of teacher talking and less of collaboration." Third, poor network connectivity in numerous territories of Indonesia makes it hard for learners to go to classes and post tasks. Fourth, the inaccessibility of computers represents the difficulties in online learning.

In view of the clarification over, the researcher assume that, there are numerous difficulties that the students' faced during online learning such as; difficulties in adapting a technology in teaching learning activities, for instance, students get a new assignment in Google Classroom, but students do not know how to submit it and some students choose not to send it rather than asking the teacher, difficulties in communicating with the teacher and other students because of the time limit, difficulties in having a strong internet connection, because many places in Indonesia do not have a good signal, last but not least, the unavailability of computers or laptops causes online learning worse, since a lot of students do not have it and several students must borrow computers or laptops from their parents or brothers to stay on course.

THE DIFFICULTIES ON ONLINE LEARNING IN SPEAKING SKILL

As it is known that there are many problems/difficulties that students experience in learning English, such as the difficulty to learn listening because they are not yet used to listening to a foreign language, difficulty reading foreign language books, difficulty writing foreign language sentences, and difficulty talking using a foreign language, especially in learning English in the field of speaking skills. In this case, the researcher focuses on the difficulties on online learning in speaking skill at the twelfth grade students of SMAN 3 Kota Jambi in academic year 2020/2021. Since speaking is considered as a difficult skill, it is the cause of some problems. There are five

components of speaking difficulties, according to Harris (1974): Comprehension, grammar, vocabulary, pronunciation, and fluency.

1. Comprehension

In oral communication, it definitely needs the subject to respond, to talk and to initiate it. Comprehension is an understanding of the idea. It means people can respond or convey the sentence correctly, it indicates that they comprehend or understand the context well. If two words differ in meaning, students are likely to misinterpret them. Phrases with multiplex interpretations can also be problematic for students. Uncertainty as to the connotations of such phrases can also create difficulties.

2. Grammar

Grammar is part of the study of what forms (or structure) are appropriate in the language. Grammar is concerned nearly entirely with analysis at the stage of the sentence. Likewise, a grammar is a definition of the laws that regulate the sentences of a language. Students ought to organize the right sentence in a dialogue. The aim of grammar seems to be to know the proper way to learn oral and written language skills. Grammar is very important in learning the opportunity to speak, since students should not ignore the importance of language without creating the grammar. As a result, numerous students are afraid to speak English since they feel that their grammar is not perfect, and that is why grammar is one of the difficulties that students face in learning English, particularly in speaking skills.

This indicates that a grammar is a definition of the rules that are created control the sentences of a language. In conversation, it is important for students to arrange a proper sentence.

3. Vocabulary

Vocabulary is the necessary word that is used in conversation. Without a proper vocabulary, one cannot communicate easily or articulate one's personal ideas in both oral and written form. Having poor vocabulary is also an obstacle that prevents learners from learning a foreign language.

This implies, having limited vocabulary

is one of the difficulties that students face in learning a second language and that is why the students need to keep on learning in a language skills so that the interaction could be clear.

4. Pronunciation

Pronunciation is a means for students to create a clearer expression while they talk. It relates with the phonological method, which refers to a grammatical part made up of components and concepts that decide how sounds differ and the patterns in a language. There are 2 types of pronunciation: phonetic symbols and supra-segmental features or a speech feature such as: tone and stress. When students speak, read, or listen to English words, they often have a problem with pronunciation. They still lack of pronunciation and how to pronounce it, which can be seen, particularly in speaking class, in the teaching and learning process. English words are hard for students to pronounce. The concern was that much of the pronunciation of the student was likely to be affected by their first language.

From the statement above, the researcher concluded that in speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

5. Fluency

Fluency is the ability to read, speak, or write quickly, smoothly, or expressively. Nevertheless, the speaker could interpret, respond and understand simply and concisely in a language reflecting to language structures. Fluency can be described as the capacity to speak fluently and precisely. In speaking, fluency is the target of many language learners. Symbols of fluency produce a consistent fast speaking rhythm with just a minimal selection of stops and "ums" or "errs." These signs indicate that the speaker did not waste a lot of time looking for the language items necessary to convey the meaning.

From the ideas above, the researcher implies that fluency is the ability to read, speak, or write easily, smoothly and expressively. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably

fast speed of speaking. There are some difficulties faced by students in mastering speaking skills on the basis of the aforementioned description, such as pronunciation, vocabulary, grammar, fluency, and comprehension (ability to analyze and get information across spoken and written language). These issues make it difficult for students to describe or express their perception or ideas of speaking English.

RESEARCH METHODOLOGY

This research used qualitative research methods. Qualitative research reveals people's values, interpretative schemes, mind maps, belief systems and rules of living so that respondent's reality can be understood (Cavana, et al., 2001). It means that qualitative research demonstrates the beliefs, evaluative structures, mind maps, social values and living laws of people such that the experience of the participant can be interpreted.

In accordance with the problem, the researcher believes that descriptive qualitative research it is the most suitable research method that the researcher will conduct. The purpose of descriptive qualitative research is a detailed description of individual studies in everyday terms, events that individuals or groups of person experience. This research has produced descriptive information in the form of written words and the nature of the individual could be analyzed.

Schrieber (2001) points out that descriptive research essentially explains a process using data to construct an image of a group or a person. This implies that descriptive research is techniques for describing group phenomenon. In this study the researcher analyzed the data in the form of written words. While Gay (1992: 218) found out that descriptive research involves collecting data in order to test hypotheses or answer questions concerning the current status of the subject of the study. A qualitative study defines and report on the way things are. Descriptive research is scientific research that describes about certain objects, phenomena or events, that is

systematically dealing with that certain area or population.

FINDINGS

The research results are discussed by the researcher in this chapter. The purpose of finding and discussion research are to answer the research problems in the first chapter. The purpose of this study is to analyze Students' Difficulties on Online Learning in Speaking Skill at the Twelfth Grade Students of SMAN 3 Kota Jambi in Academic Year 2020/2021. The research data gathered was presented on the basis of findings in the online questionnaires by taking the sample used simple random sampling and then obtained XII Science 5 with the total number of 36 students, unfortunately three students did not filled the online questionnaires. Thus, there were 33 students as a sample.

Result of the Online Questionnaires

The findings from the online questionnaires that the researcher shared through Google Form to the whole students in the XII Science 5 class which consisted of 33 students showed that either when the students have speaking class or when they are trying to speak English, they faced certain difficulties. An analysis of the online questionnaires reveals that the twelfth grade science v experienced in one major that is the linguistics aspects. The questionnaires were intended to gain deeper understanding on students' difficulties on online learning in speaking skill. Furthermore, the questionnaires consisted of 30 statements. The result of students' questionnaires can be seen as follows:

Table 1
A Total Number of Students difficulties in Speaking Skill

No	Aspects	Students Results	Number of the Students
1.	Non Linguistics	Technology	16 Students
2.	Aspects	Interaction	21

			Students
1.	Linguistics Aspects	Vocabulary	19 Students
2.		Pronunciation	22 Students
3.		Grammar	18 Students
4.		Fluency	7 Students
5.		Comprehension	11 Students
Total of the students participated on online questionnaires			33 Students

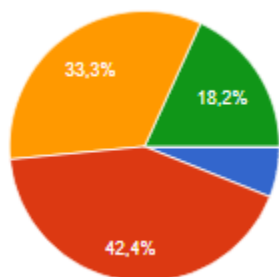
Results of the online questionnaires analysis (2021)

To know the percentage result for the linguistics aspects, the researcher is used the likert scale formula as can be seen below:

➤ **Non Linguistics Aspects**

1. Technology has the total of the frequency of 16 students. Thus it is divided with the total number of students 33 students times 100.

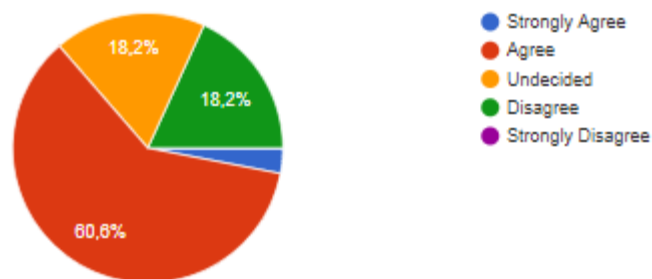
$$\frac{14}{33} \times 100 = 48.4\%$$



The result for the percentage of the students who strongly agree that technology is one of the difficulties which students faced in speaking skill is 6.1% this percentage may go about the students do not have internet access and the unavailability of the computers and software, this difficulties really influence their learning activities in the online learning. Next, 42.4% students agree the unavailability of laptops or computers makes online learning more difficult this made them for not attend the online meeting. While, 33.3% students select the undecided because they do not know if the unavailability of laptop makes online learning

more difficult or they think with or without laptops, they still can follow the online meeting on their cell phones. In addition, 18.2% students disagree if the unavailability of laptop makes online learning more difficult this is because they have an online access and have personal computers so that they never notice that this thing make some students encountered difficulties.

2. Interaction has the total of the frequency of 21 students. Thus it is divided with the total number of students 33 students times 100.



$$\frac{21}{33} \times 100 = 63.6\%$$

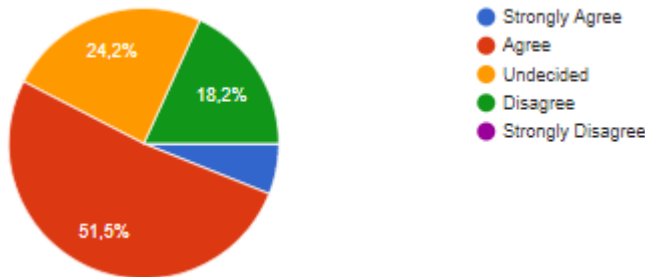
The result for the percentage of the students who strongly agree that interaction is one of the difficulties which students faced in speaking skill is 3%, this percentage caused they cannot interact with their teacher and their friends due to the time limits. As we know that interaction is a need. Some students felt online learning is not as smooth as offline learning, on offline learning they can interact with their friends almost in the whole day, while on online learning their communication is limited. Then, 60.6% students agree that online learning caused the students and teacher less of interaction. Based on the researcher experience,

on online learning the time given to the students on online meeting is limited. The teacher had to explained and interact to the students only in 30 minutes. Next, 18.2% students chose undecided it can be inferred that they do not really care about the interaction on online learning. While 18.2% students chose disagree this indicate that either on online learning or offline learning, the interaction does not really matter as long as they can learn through this pandemic.

➤ **Linguistics Aspects**

1. Vocabulary has the total of the frequency of 19 students. Thus it is divided with the total number of students 33, students times 100.

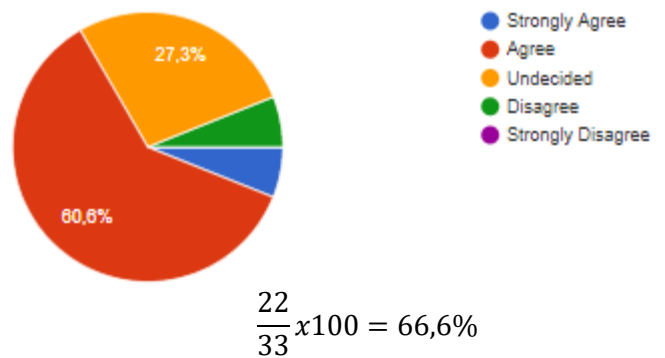
$$\frac{19}{33} \times 100 = 57.5\%$$



The result for the percentage of the students who strongly agree that vocabulary is one of the difficulties which students faced in speaking skill is 6.1% this indicate that vocabulary is something difficult for language students because having a limited vocabularies is a barrier to speak and interact with others and based on the researchers' experienced, the students had difficulty to speak on online meeting on Google meet they think their vocabularies is limited so they cannot explained in many ways. Next, 51.5% students agree that having limited vocabularies is really matter in learning a language because they already familiarize with Jambinese. While 24.2% chose undecided because they do not think vocabulary

is needed this caused of the availability of the English app which allowed them to check the vocabulary before they speak this can help them who has a limited vocabulary. Moreover 18.2% disagree, this indicate that their vocabulary is good enough and they fluent in English.

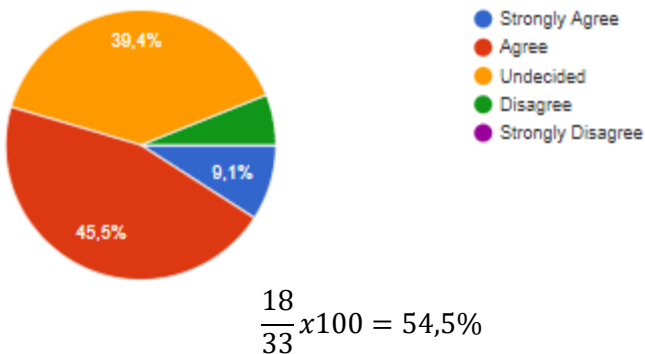
2. Pronunciation has the total of the frequency of 22 students. The researcher then divided with the total number of the students 33, students times 100.



$$\frac{22}{33} \times 100 = 66,6\%$$

The result for the percentage of the students who agree that pronunciation is one of the difficulties which students faced in speaking skill is 66.6%, this indicate that some of them lack in pronouncing English words. Moreover, 60.6% the learners experienced the difficulties in pronouncing the words because of the distinction among spoken and written in English. For instance, if the students pronounce the word muscle, listen, write, honor, and honest. Some of words containing silent letters are especially problematic for the students of Indonesia. Then, 27.3% students chose undecided because they think pronunciation is not too difficult and not really important they still can communicate in Indonesian or Jambinese because they are in Indonesia which dominantly they speak in Bahasa rather than English therefore it is not such a big deal. Moreover 6.1% chose disagree, this indicate that their pronunciation is excellent and they fluent in English.

3. Grammar has the total of the frequency of 18 students. Then the researcher divided with the total number of the students 33, students times 100.

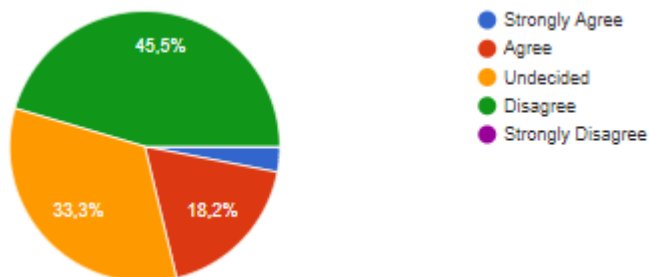


$$\frac{18}{33} \times 100 = 54,5\%$$

The result for the percentage of the students who strongly agree that grammar is one of the difficulties which students faced in speaking skill is 9.1% this is because the students lack of grammar so that they think it is difficult. Next, 45.5% students agree that grammar is difficult because not only in the written forms, in speaking skill they have to know the proper sentences and know how to use it in daily conversation. In addition, 39.4% students click undecided this indicate that they do not know whether grammar is important or not. Last, 6.1% students disagree because they do not think if they feel confused in arrange a correct sentence in conversation. This implies that their grammar is good because they practice how to arrange correct sentences.

4. Fluency has the total of the frequency of 7 students. Then the researcher divided with the total number of the students 33, students times 100.

$$\frac{7}{33} \times 100 = 21,2\%$$

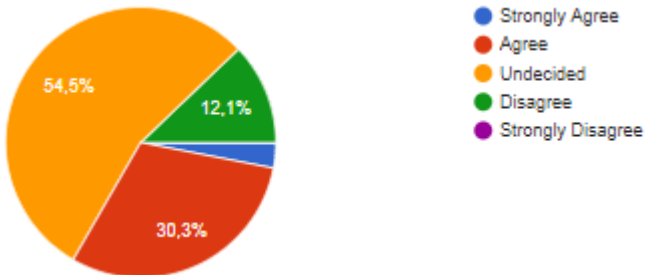


The result for the percentage of students who strongly agree that fluency is one of the difficulties students faced in speaking skill is 3%. Either students do not feel secure, or they rarely practice. They keep complaining that they are not fluent. It might be because English is practically a lingua franca. There are things that make English as challenging as the language itself. Second, there are no spelling changes, so students have to deal with a language that they do not even know how to read. Third, syntax and grammar differ from their native language by the use of tenses. And furthermore, there are many synonyms that convey many complexities. Next, 33.3% students noticed that they are agree fluency is one of those obstacles in learning a new language, this is because the pressure to speak rapidly challenges them, as most students feel that at the initial stage of learning the language they need to speak quickly in order to sound smart, and this leads them to make a lot of errors along the line and then give up on the process of being committed to fluency. Speaking fast and making a few mistakes does not really make students sound smart, it just makes them sound scared and not confident. The researcher assumes that taking time to speak and producing the right sentence structure would make sound smart and help to be fluent enough, and that speed would come along in time. In addition, 45.5% students disagree that fluency is one of the difficulties that they might encountered, this indicate that their comprehension and pronunciation while speaking is excellent so that they do not faced it as difficulty.

5. Comprehension has the total of the frequency of 11 students. Then the

researcher divided with the total number of the students 33 students, times 100.

$$\frac{11}{33} \times 100 = 33,3\%$$



The result for the percentage of the students who strongly agree that comprehension is one of the difficulties which students faced in speaking skill is 3%, this percentage is really match with the researcher's experienced when she taught at SMAN 3 Kota Jambi, when it came to the an online meeting on Google meet the researcher showed the power point presentation while taught them, unfortunately some students did not comprehend with the meaning of the words and some of them felt insecure moreover any student closed the camera when the researcher asked him to answer the question. This indicate that comprehension is really a barrier for some of them. Moreover, 54.5% students chose undecided because they do not know whether comprehension is affecting them in speaking skill or not. Finally, 12.1% students disagree that comprehension is one of difficulties, this indicate that their understanding of language features is perfect.

From the questionnaires results, this research found that vast of majority students in XII Science 5 deal with some difficulties on online learning in speaking skill in Non linguistics aspects such as technology and interaction. In technology which has 48.4%, interaction which has 63.6%. And in Linguistics Aspects such as vocabulary, pronunciation, grammar, fluency and comprehension. In vocabulary which has 57.5%, pronunciation which has 66.6%, grammar has 54.5%, Fluency has 21.2% and comprehension which has 33.3%.

Based on the online questionnaires results, the highest difficulties of speaking English on online learning that precludes students is pronunciation (66.6%), follow by interaction (63.6%), grammar (54.5%), vocabulary (57.5%), technology (48.4%), comprehension (33.3%) and the lowest skill that students faced is fluency (21.2%). The data tabulation will be displayed by the researcher in the appendices.

DISCUSSIONS

Based on the students' results from online questionnaires, the findings of the questionnaires reveal that the students in the XII science 5 experienced specific difficulties that make them not actively in speaking English especially in the current circumstance today which they have to attend the class online or virtual class. The researcher wants to discuss the difficulties in speaking English based on the theory from Angus et all. , 2004 and Harris (1974). Last the students cannot interact with their teacher and friends due to the time limits (Gamelearn, 2019).

There are 7 difficulties on online learning in speaking skill such as:

1. Technology the unavailability of laptops or computers makes online learning more difficult this shows that 48.8% agree, this correlated with the theory from Angus et all. , 2004.
2. Interaction, students cannot interact with their classmates and teacher 63.6% (Gamelearn, 2019).
3. Vocabulary is the vital component of language skill and offer much of the framework for how well students speak, listen, read and write. But ironically, based on the questionnaires results the students agree that they feel it is difficult to remember certain vocabularies. 57.5% agree that they lack of vocabulary and makes them prefer to speak in their native language, and this outcome relate to the theory that the researcher' used from Harris (1974) that difficult to remember certain

- vocabularies is one of the students' problem in speaking a foreign language.
4. Pronunciation is the production of speech sounds for communication. The Students faced the difficulties in distinguish words that have similar pronunciation, moreover the students agree that fluent English pronunciation is quite difficult and difficult to distinguish words that have similar pronunciation. Based on the online questionnaires results 66.6% agree. And this outcome related to the theory that the researcher' used from Harris (1974) that difficult to distinguish words which have similar pronunciation is one of the problems that precludes students in speaking English.
 5. Grammar is a form of the sentence. In learning English, the students must able to arrange the correct sentence to avoid grammatically wrong. Unfortunately, based on the questionnaires results, it shows that students feel difficult to arrange the correct sentence. 54.5% agree. And this outcome related to the theory that the researcher' used from Harris (1974) that difficult to arrange correct sentences in conversation is one of the difficulties which students encountered in learning a new language.
 6. Fluency is essentially to speak, read, and write, quickly. But for a second language learners, it is not as simple as that. Based on the students answer on the questionnaires 3% strongly agree while 21.2% agree. And this outcome reflected with the theory that the researcher' used from Harris (1974) that difficult fluent in English speaking is rather difficult for the second language learners. It is crystal clear that fluency is one of the difficulties that the students faced in speaking English.
 7. Comprehension, the last but not least difficulties is comprehension. Several students agree that they do not understand what native English speaking says so it can cause a misunderstanding 33.3% agree.

CONCLUSIONS AND SUGGESTING

The conclusion of the research of an analysis of student difficulties on online learning in speaking skill is found that there are some problems of speaking difficulties, the difficulties of online learning in speaking skill suffered by English students from SMAN 3 Kota Jambi in twelfth grade, the majority of the students had been unable to speak English clearly and it was also difficult to produce words and phrases in English. Most of the students have problems learning to speak English. The difficulty causes them to feel so difficult to say it all by using English. The problems itself could be caused by a variety of aspects. Yet, in SMAN 3 Kota Jambi at the twelfth grade student, the factors were Pronouncing problems, students having difficulty interacting with others, poor internet connection, lack of grammar, vocabulary, fluency, and students have not enough understanding to explore and express their ideas.

Based on the findings outlined in the previous chapter, a range of suggestions are addressed to the teachers, students and other researchers, for the teacher in the classroom teaching activities, the teacher must choose and sort out the whole materials that will be taught to the students, and packed with the best strategies, using authentic materials in accordance with the context of students, and the teacher needs to considers both on either the cultural side, and the students skill, particularly in teaching speaking, because with pleasant learning, students will find it simple and fascinating to understand the material presented, for the students are advised not to be ashamed and scared to make a mistake while speaking in the classroom or outside the classroom. Students must therefore be optimistic and work hard, in a practical way, to develop the habit. For the next researcher is expected to establish and explore for something relevant to speaking difficulties from a hand that has not been found in this research, and to become new discoveries or a new finding which could be utility to teachers and students.

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