

Challenges Faced by English Teachers in Indragiri Hulu Regency in Teaching Speaking Through Online Platform

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ABSTRACT

The research aims to investigate the English teacher's challenges in teaching speaking through the online platform when the preparing lesson plan, while the teaching performing, and when the evaluating. This research employed a mixed-method sequential explanatory strategy to reveal the data-oriented to the aforementioned focuses. Fifty-two English teachers engaged as the correspondent of the questionnaire while thirteen English teachers were selected as the participant in the interview. They were selected based on the purposive sampling technique and taken from Senior High Schools in Indragiri Hulu Regency. To gather the data, the questionnaire and interview were deployed and were further analyzed by using the interactive model data analysis. The findings demonstrate that the majority of English teachers had a negative category in teaching speaking through online platforms with an average of total score 122. The challenges when preparing the lesson plan covered four aspects: prepare teaching materials, activity, media, and prepare evaluation materials. Subsequently, the challenges when preparing the lesson plan are the teachers should have not prepared online-based learning media, searched for online speaking topics, and searched for additional teaching materials. Moreover, the lack of internet quota and connection made the students got difficulty joining classes online. In turn, while the teaching performance is teachers difficulty in coping with students' behavior, difficulty in motivating students, and giving example topics on speaking online. Furthermore, in evaluating the teacher's challenges difficulty in assessing student assignments because at the time of online learning students there were only a few students who responded to the teacher. Further studies are expected to seek possible solutions regarding the challenges faced by the teachers in teaching speaking online.

Keywords: Challenges, Teaching Speaking, Online Platform

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INTRODUCTION

The international is being attacked by the Corona Virus Disease (COVID-19) pandemic that has been introduced by World Health Organization (WHO) in March 2020 which has unfolded in many nations at an equal time consisting including Indonesia (Roxby, 2020; Sohrabi et al., 2020). With this respect, the Indonesian authorities establish a social and bodily distancing marketing campaign because of the anticipation of spreading Covid-19. Through those policies, the authorities advise society to live at home, work, examine and worship from home. Thus, this case has a big effect on many factors including health, economy, and others consisting in the schooling field.

In response, Indonesia Minister of Education and Culture Nadiem Makarim has asked other educational institutions, including schools and universities, to replace traditional homeschooling with e-learning or to use online systems in pandemic situations. Issuance of Circulation (Kementrian Pendidikan dan Kebudayaan, 2020). Therefore, we overcame various challenges to make the language easier to understand, realize the basic concepts of the teaching materials, intrigue the students and maintain the atmosphere of the class.

In these situations, teachers are expected to play a bold role and work professionally to facilitate the learning environment of online learning. In this case, the teacher teaches the student without direct dialogue and should be strong in teaching. Moreover, managing their research is somehow difficult. Therefore, teachers must be creative, but still consider the health of their students. Teaching speaking is one of the most difficult parts to teach online, as we couldn't have a direct dialogue.

This research was conducted during the Covid-19 pandemic outbreak in Indonesia. The preliminary research data started from a discussion on December 13, 2020, with Mr. Sidiq who teaches at SMAN 2 Peranap and has difficulty in the implementation of online learning that is difficulty online learning methods and accessing the internet, and Mrs. Reni at SMAN 2 Lubuk Batu Jaya who has difficulty in teaching online due to network constraints.

Based on the results of the meeting of the school and parents/guardians of students in the lead-up to the odd semester of 2020/2021, classes or online English learning is agreed upon as a method of learning during the pandemic. This is done because public schools in Indragiri Hulu Regency, Riau, Indonesia are still not open on

the grounds of the pandemic outbreak the period July to early November 2020. Therefore, face-to-face learning has not been possible to implement.

Speech and communication take place under a variety of conditions. But it's fun to say that behavior is most obvious when talking and communicating in the classroom, especially during learning activities (Yusuf & Zuraini, 2016). It means a teacher explaining the material being taught. It is certainly done by talking to the students. Especially in the context of EFL countries where English teachers often have to speak because they need to be clearly explained (Paneerselvam & Mohamad, 2019). English is not my mother tongue, so it is also one of the teachers' obligations.

Teaching normal face-to-face speaking poses a real challenge for teachers, as teachers must be fully instructed to speak in a good way. Focus on accuracy, pronunciation, content, etc. (Paneerselvam & Mohamad, 2019; Yusuf & Zuraini, 2016). Now imagine how difficult it is to talk to students online. Also, if the connection is not stable, it will not be smooth for some reason. Of course, during this pandemic, teachers face many challenges in teaching to speak online, which seems to be interesting to study and share with the general public.

Online learning during a pandemic also outlines three major challenges. First, teachers have very limited time to prepare offline learning materials and adapt them to online learning materials. Second, teachers and students have limited or limited opportunities for direct and free dialogue during online learning, leading to disinformation in the learning process. Third, using an effective pedagogical approach requires more effort to motivate and empower students to learn online (Huang et al., 2020).

As flexibility and accessibility increase, communication tends to become a daily human need. Today, technological advances make it easier for people to communicate. In doing so, people tend to use English, the most spoken language in the world, to facilitate communication itself. Regarding the scope of communication, the role of speaking is further ignored (Arham, Yassi & Arafah, 2016). The concept of communication is different now, but communication generally occurs when people interact by speaking.

Several studies have been conducted on the task of teaching EFL learners. (Yusuf & Zuraini, 2016) investigated challenges in teaching EFL learners speaking when collecting speaking instruction through interviews. From the student's point of view, this study faces challenges

such as classrooms where teachers speak with students, lack of vocabulary, pronunciation problems, saying nothing, lack of motivation, use of native language, or disability. Is shown. However, it is also generally accepted that acquiring foreign language skills is not an easy task. Therefore, teachers need to be aware of the challenges of teaching speech and seek solutions.

Another study (Aleksandrak, 2011) investigated problems and challenges in teaching and learning speech at an advanced level. This study shows that speech teaching and learning issues, especially those related to the development of oral skills, are most relevant at a high level of distance learning. This study also presents and investigates forms of control and evaluation, and suggests some speaking activities that may be most appropriate for advanced language learners in the light of the above theoretical considerations. However, this survey should consider challenges in planning and conducting lessons. Therefore, this survey involves the task of teaching speech through online interactions.

In the Indragiri Hulu context, the Regent of Indragiri Hulu, Yopi Arianto S.E in his press conference at Balai Lancang Kuning Rengat as cited in Juli (2020) appeals to the people of Indragiri Hulu especially the State Civil Administration (or in Indonesian, ASN) in the Indragiri Hulu Regency Government and students, to study at home. It is based on Circular Letter (or in Indonesian, SE) number: 800/245 / BKD / 2020 about preventing the spread of Coronavirus disease (Covid - 19) which contains states the State Civil Administration (ASN) in the scope of Indragiri Hulu Regency Government should perform official duties or work from home. Therefore, during the pandemic period, teaching and learning activities must take place from home. Both teachers and students are expected to start using several online applications that can facilitate the teaching and learning process from home.

Regarding the importance of knowledge of teachers' challenges in Indonesia especially Indragiri Hulu in the teaching and learning process, the present research is conducted to know English teachers' challenges in teaching speaking and challenges in teaching speaking through online interaction. This research is officially entitled "Challenges Faced by English Teachers In Indragiri Hulu Regency in Teaching Speaking Through Online Platform"

THEORETICAL FRAMEWORK

English learning consists of three stages, namely planning, implementation, and assessment. Learning planning is the process of

preparing themes, using learning media, using learning methods, and evaluating time allocation This will be applied at a certain time to achieve predetermined goals (Majid, 2005) the implementation of learning is an activity that has educational value, and its educational value hides the interaction between teachers and students. The meaning of learning implementation is to achieve certain goals that have been set before the implementation of learning. Assessment Of Systematic Process Learning includes Information Collection, Analysis, and Interpretation of Information decisions making (Zein & Darto, 2012).

The essence of learning planning is the decision-making process in achieving certain goals (Sanjaya, 2015). That learning planning has the following understanding: a systematic learning development process in this plan analyzes the needs learning implementation process systematically, learning objectives included assessment subjects and learning activities added in his book (Sagala, 2012);

The learning planning process is goal setting, setting steps in achieving these goals (Sanjaya, 2013). Learning planning is the process of managing, organizing, and formulating the learning process that formulates goals, materials, methods, and evaluation of learning (Suryadi & Mushlih, 2015). Learning planning consists of components:

(1) learning objectives, (2) learning materials/ materials, (3) learning methods, (4) learning media, (5) learning resources, and (6) assessment of learning outcomes (Ananda, 2019). Learning process planning includes a syllabus and learning implementation plan that contains at least learning objectives, teaching materials, methods of teaching, learning resources, and an assessment of learning outcomes (Government Regulation of the Republic of Indonesia Number 19 of 2015 Article 20).

The implementation of learning is a process that is regulated according to certain steps to achieve the desired results (Sudjana, 2010). The process of implementing learning in educational units is organized interactively, inspiring, fun, challenging, motivating learners to participate actively, as well as providing sufficient space for the initiative, creativity, and independence of the talents, in the subject and physical and psychological development of learners (Government Regulation of the Republic of Indonesia Number 19 of 2015 Article 19). Performing implementation of learning is a teaching and. earning process activity consisting of learning activities that area performing planning (Majid, 2014). According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2016,

the Implementation of Learning is the implementation of RPP, including preliminary, core, and closing activities.

Planning, implementation, and assessment are very important stages for any educator, especially teachers. The learning system will be said to be successful if the three stages have been implemented by teachers. Careful planning will make it easier for teachers to carry out the learning process. The implementation of quality learning can be seen from the complete understanding of the material delivered by teachers through the assessment stage.

RESEARCH METHODOLOGY

This research was conducted by employing an explanatory sequential mixed-method design (Creswell, 2012) to gather the data. This strategy was conducted through two phases. The first phase was designed to collect and analyze qualitative data through a survey. The second phase followed the first one and utilize interviews to collect and analyze quantitative data.

Populations of this research were English teachers from Senior High Schools in Indragiri Hulu Regency who are members of the English Teachers' Association (MGMP) of Indragiri Hulu Regency. They consisted of 132 English teachers from 29 Senior High Schools in fourteen districts in Indragiri Hulu.

The techniques of collecting data were utilized based on both quantitative and qualitative perspectives. Quantitatively, the researcher uses the questionnaire as the instrument to collect the data about teachers' challenges in teaching and learning online speaking, and qualitatively the researcher uses the interview as the instrument to collect data about the teacher's challenges in teaching speaking online interaction and learning process.

RESULTS & DISCUSSION

Results

The results of this research are provided based on three research questions formulated as the primary orientation of this research. As absorbed from the core of research, the data orientation comprises 1) Teachers' challenges in teaching speaking through online interaction when preparing the lesson plan at the senior high schools in Indragiri Hulu Regency, 2) Teachers' challenges in teaching speaking through online interaction while the teaching performing at the senior high schools in Indragiri Hulu Regency, and 3) Teachers' challenges in

teaching speaking through online interaction when evaluating at the senior high schools in Indragiri Hulu Regency.

Teachers' challenges in teaching speaking through online interaction when preparing the lesson plan at the senior high schools in Indragiri Hulu Regency

The data on English teachers' challenges in teaching speaking when preparing the lesson plan at the senior high schools in Indragiri Hulu regency were collected from a questionnaire. The questionnaire was disseminated to one hundred and thirty-two English teachers of senior high schools in Indragiri Hulu regency five times during November 2020 via an online survey. In this research, the researcher had reminded participants many times but unfortunately, there are only fifty-two respondents who had tittle English teachers' teaching speakingthrough online interaction.

Table 1 When preparing the lesson plan

NO. ITEM	COMPONENT	Frequency (F)	INDICATOR				N	Category
		Percentage (P)	SD	D	A	SA		
		Score (S)	1	2	3	4		
1	I have difficulty preparing for online speaking teaching	F	2	32	17	1	52	Negative
		P (%)	3.8	61.5	32.7	1.9	100	
		S	2	64	51	4	121	

Note:

SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree

Table 1 showed that the majority of English teachers frequently selected the "Disagree" and "Agree" categories. Moreover, the average score was 117 which indicated that the teachers had a negative category in teaching speaking based on the factor of when preparing. In this when preparing factor, the highest item which indicated a negative category was item 1 (I have difficulty preparing online speaking teaching materials) which had a total score of 121 with a negative percentage of 65.3 % (34 English teachers). In addition, item 5 (I have difficulty choosing the online speaking learning method) gained a total score of 121 (34 English teachers) with a negative percentage of 65.3 %. Continuously,

item 4 (I have trouble finding additional teaching materials for speaking online) with 75 % (39 English teachers) had negative with a total score of 116. The last, item 3 (I have trouble finding online speaking dialogues) was the lowest with (42 English teachers) having a negative percentage (81 %) and 10 English teachers having a positive percentage (19.2%) with a total score of 111. However, a total of 111 still indicated that respondents had a negative category view. It meant that teachers were trouble finding online speaking dialogues.

Moreover, challenges faced by English teachers when preparing are network constraints. In the following transcript, most of the dominant were properly selected to represent:

Extract 1 (The first challenge I experienced was to make media and teaching materials speaking in the online form if for technology problems I still do not understand how to use it.) (P-1).

Aligned with the above transcript, participant 5 remarked that the challenges in teaching speaking had some challenges such as Internet connection, electricity, speaking topics, and learning media. The transcript of the interview displayed below draws on his interest.

Extract 2 (The challenge I'm experiencing is still my lack of ability to create IT-based learning media, such as making learning videos, animations, and so on." (P-5).

As explained by participant 5 in the above transcript, the challenges in teaching speaking were speaking topics online and learning media. It also had some challenges when preparing, for instance, the teacher was showing media at the time of online learning. Subsequently, participant 6 showed their reason for this entity. This displayed interview transcript below portrays the way she shared her reason.

Extract 3 (The challenge I experience when preparing for online teaching is when preparing technology-based learning media when preparing for teaching during pandemics or distance learning, why should it be technology-based because the learning we do today is online learning or online learning so that the learning media needed is a learning medium that can be accessed by learners anytime and anywhere that is my challenge to create innovative and interactive learning media). (P-6)

As mentioned by participant 6 in the above transcript, the reasons the challenges when the preparing a lesson plan was initially quite difficult, but because the learning that is being done is online, therefore it

is an online learning medium so that it can be accessed by students whenever and wherever they are, teachers there was difficult material to understand, it could be read over and over again so that it was better understood, but if the students did not understand the material provided, they could immediately give and could also provide a response in the comments column of WhatsApp groups.

Moreover, learning using media in speaking could adjust to the learning time. In practice or assignments that had been given feedback and comment could be seen immediately if they had been corrected by the teacher. This is very helpful for students who are constrained by networking and the goal is that there is no material left behind for students who have obstacles.

Teachers' challenges in teaching speaking through online interaction while the teaching performing at the senior high schools in Indragiri Hulu Regency

The displayed table that follows represents the questionnaire results. Some detailed elaborations associated with the questionnaire data are also presented. The questionnaire data address English teachers' challenges in teaching speaking through online interaction based on while the teaching performing. In the following interpretation, the combined percentage between the option of "Agree (A)" and "Strongly Agree (SA)" together indicated a positive percentage. On the contrary, the combined percentage between "Disagree (D)" and "Strongly Disagree (SD)" is indicated as a negative percentage.

With the respect to the questionnaire, the result showed that the average total score was 124 which indicated that the teachers had a negative category in teaching speaking based on the factor of while the teaching performing. Regarding the while the teaching performing factor, the highest score was item 6 (teachers have difficulty coping with student behavior in learning) which gained a total score of 131 (24 English teachers).

The item had a negative category with a positive percentage of 46%. In addition, item 7 (I have difficulty motivating students in online speaking learning) had a total score of 128 (56%) from 29 English teachers. The item showed that the teacher had a negative category. Subsequently, item 9 (I have difficulty giving examples in doing

intonation on online speaking learning) had a total score of 123 (33 English teachers), this item had a negative percentage (63.4%).

The next item was item 10 (I have difficulty making practice to students in online speaking learning) which had a total score of 123. The lowest score but still indicated a negative category was item 8 (I have difficulty setting examples in online speaking learning) which had a total score of 117. The detail of the displayed table could be seen in the following table 2

Table 2 While the teaching performing

NO. ITEM	COMPONENTS	Frequency CHALLENGES				N	Category	
		Frequency (F)	SD	D	A			SA
		Percentage (P)	1	2	3	4		
		Score (S)	1	2	3	4		
6	I have difficulty overcoming student behavior in learning	F	1	23	28	0	52	
		P (%)	1.9	44.2	53.8	0	100	Positive
		S	1	46	84	0	131	
7	I have difficulty motivating students in the online speaking learning	F	1	28	21	2	52	
		P (%)	1.9	53.8	40.4	3.8	100	Negative
		S	1	56	63	8	128	
8	I have difficulty giving examples in the online speaking learning	F	1	37	14	0	52	
		P (%)	1.9	71.2	26.9	0	100	Negative
		S	1	74	42	0	117	
9	I have difficulty with intonation on online learning speaking	F	1	32	18	1	52	
		P (%)	1.9	61.5	34.6	1.9	100	Negative
		S	1	64	54	4	123	

	learning						
10	I have	<u>F</u>	<u>2</u>	<u>29</u>	<u>21</u>	<u>0</u>	<u>52</u>
	difficulty	<u>P (%)</u>	<u>3.8</u>	<u>55.8</u>	<u>40.4</u>	<u>0</u>	<u>100</u> Negative
	making						
	practice to students	<u>S</u>	<u>2</u>	<u>58</u>	<u>63</u>	<u>0</u>	<u>123</u>
	online						
	speaking						
	Total Frekuensi		<u>6</u>	<u>149</u>	<u>102</u>	<u>3</u>	<u>260</u>
	Total Score		<u>6</u>	<u>298</u>	<u>306</u>	<u>12</u>	<u>622</u> Negative
	Average of Total Score						<u>124</u>

Challenges faced by English teachers in teaching speaking through the online platform while the teaching performing. In the following transcript, most of the dominant were properly selected to represent others.

Extract 4 (The challenge I experience when carrying out online learning is that learners who follow online learning very little maybe only 15% out of 30 maybe 4 or 5 people.) (P-5)

Moreover, the disadvantages in teaching speaking online were the students present did not match the teacher's expectations. In addition, teachers cannot control students' behavior at the time of online learning, and teachers do not get a response back to the material that has been described. The fact was espoused by participant 11 as portrayed in the following interview transcript.

Extract 5 (The challenge I faced at the time of implementation was that students did not activate the camera, the second was that students did not respond at all, the third was when I used English they did not understand at all because the interest in English was lacking in students here and when I asked if they understood everything was not asking and closing the camera and the last was students who joined a little.) (P-11)

Furthermore, the text transcript of an interview with participant 8 below has another viewpoint of the overcome in teaching speaking online.

Extract 6 (Of course, there are many obstacles in carrying out online learning yes, the first internet network that is difficult to reach on

the side of teachers or students by overcoming it moved or looking for an adequate internet network coverage location. The second is the obstacle of students who quickly get bored or saturated in the middle of learning due to the dominant learning media and monotonous, here I have to explore skills that are as creative as possible to provide a varied or varied learning medium so that my students are not saturated the third, dear students who are difficult to monitor when only through learning via WhatsApp group, usually here I carry out online learning by zoom meeting to easily monitor each of them. - each student.) (P-8).

Related to the transcript of the above interview with participant 8, the challenge is something new felt by teachers on online teaching. In addition, teaching speaking is difficult to teach online because teachers are led to develop videos, voice notes, and images. In addition, teachers are required to develop new innovative ideas so that learning activities become interesting.

Teachers' challenges in teaching speaking through online interaction when evaluating at the senior high schools in Indragiri Hulu Regency

The given table that follows the questionnaire results. Some detailed elaborations in association with the questionnaire data are presented in the table. The data address English teacher's challenges in teaching speaking through online interaction based on the factor when evaluating. In the following interpretation, the combined percentage between the option of "Agree (A)" and "Strongly Agree (SA)", together indicated a positive percentage. On the contrary, the combined percentage between "Disagree (D)" and "Strongly Disagree (SD)" indicated a negative percentage.

Table 3 When evaluating

NO. ITEM	COMPONENTS (P)	Percentage				N	Category
		SD	D	ASA	SA		
		Score (S)	1	2	3	4	
11	I have difficulty	F	2	30	19	1	52
		P (%)	3.	57.	36.	1.	10

assessing		8	7	5	9	0
students	S	2	60	57	4	12

Regarding the above table, the result indicated that the teachers had a negative category in teaching speaking based on the factor when evaluating the average of total score 125. It also can be seen from most English teachers choose “Disagree” and “Agree”.

The highest score which indicated negative sequentially was item 16 (i have difficulty assessing the ability to speak to groups of students in online learning). It gained a total score of 133 (47 English teachers). The item had a positive percentage (100%). The next item was item 13 (I have difficulty assessing students' pronunciation skills in online speaking learning) which had a total score of 125 (51 English teachers). The item had a negative percentage (98%). In addition, item 14 (I have difficulty assessing students' ability on the documentation students work on in online speaking learning) gained a total score of 124 (50 English teachers) it had a negative percentage (96%). Lastly, the lowest score was item 15 (I have difficulty assessing individual students speaking ability in online learning) which had a total score of 121 (50 English teachers). The percentage of this item showed that the item had a negative percentage (96%).

Challenges faced by English teachers in teaching speaking through the online platform when evaluating by linking the components contained when evaluating students are testing, marking the student's ability, and recording students speaking. The following transcript of a n interview with participant 3 was properly selected to represent others.

Extract 7 (The challenge that I experienced when doing a teaching evaluation is that the evaluation results are less accurate because they can be helped by people around and how to overcome it activates the camera during class.) (P-3)

Aligned with the above transcript, participant 4 remarked that the challenge in teaching speaking when the evaluation was the tasks students collected did not match the student's attendance and response at the time of online learning. The transcript of the interview displayed below draws on her interest.

Extract 8 (The challenge when doing a teaching evaluation is that when the task is collected to school or online, I see the tasks that are done

correctly all and the students who answer who do not take online classes, so I am confused about this is done by students or help from people around." (P-4)

As explained by participant 4 in the above transcript, the teacher's challenges when evaluating was difficulty assessing individual and group student assignments because when teachers teach student responses are very less related to student attendance at the time of online learning. It was also one of the teacher's challenges in evaluating students' ability to speak English at the time of online learning. Subsequently, participant 6 showed challenges testing speaking students for this entity. This displayed interview transcript below portrays the way she shared her challenges.

Extract 9 (The challenge that I experienced when doing an online teaching evaluation is the online evaluation that I have to prepare the evaluation tool itself I usually use Google Form media, the challenge is when I give the evaluation tool to my students, but my learners are not familiar with Googleform and they also do not know how because it also has to connect with their email or Gmail, Often the obstacles I face are they are sometimes confused why they can't connect with their own Gmail, that is where teachers must be able to explain, make socialization or answer questions that learners do private chat when experiencing the difficulty to access the evaluation tool that I provide. (P-6)

As mentioned by participant 6 in the above transcript, the challenges when evaluating were teachers have difficulty re-explaining the use of tools or applications used to evaluate students' ability to speak one by one via private WhatsApp chat. Therefore, it makes time wasted just to re-explain one by one because of learning done online, until all students understand then the evaluation can be done by the teacher.

Discussion

This section discusses the data having been gathered displayed and analyzed prior. There were three major scopes of results that were addressed. They entailed. 1) the teachers' challenges in teaching speaking through online interaction when preparing the lesson plan at the senior high schools in Indragiri Hulu Regency, 2) the teachers' challenges in teaching speaking through online interaction while the teaching performing at the senior high schools in Indragiri Hulu Regency and the

teachers' challenges in teaching speaking through online interaction when evaluating at the senior high schools in Indragiri Hulu Regency.

The English teachers' challenges in teaching speaking through online interaction when preparing the lesson plan.

As revealed from the questionnaire data, there were five factors challenges in teaching speaking. Those factors extended to 1) prepare teaching materials, 2) activity, 3) media, and 4) prepare evaluation materials. The first factor, preparing teaching materials, the English teachers had a negative category challenges in teaching speaking. They agreed that challenges in teaching speaking they difficulty preparing online speaking teaching materials.

This is a previous survey (Ahmed, 2018), which turned out to be just an excuse for teachers not to prepare their lessons seriously and properly. When the teacher does his best to teach and prepare the lesson plan, then nothing is too complicated. It was also supported by the urgent need for teachers to develop a learning implementation plan when preparing the classroom (Yusuf & Zuraini, 2016). The plan will make it easier for teachers to teach, especially for beginners to develop their teaching skills and abilities.

(Yusuf & Zuraini, 2016) But that's true when talking and communicating in different situations. In other words, teaching to speak in English and explain materials is very important. However, it is noisy (Yusuf & Zuraini, 2016). English teachers need to speak to their students because English is not their native language. Similarly, (Ahmed, 2018) suggests that finding dialogue that students should understand is the most common challenge teachers face when preparing for lessons.

Similar findings were reported by (Putra, 2021), examining the challenges faced by teachers in teaching speaking through online learning at SMAN 2 Abiansema, and examining challenges, coping opportunities, strengths, and weaknesses. They found that among the challenges of online language education, there are nine online learning challenges, how to narrow down nine challenges, and the weaknesses and strengths of nine strategies (Putra, 2021). Challenges in teaching to speak when creating a lesson plan. Teaching speech has many challenges that need to be resolved from different angles.

The English teachers' challenges in teaching speaking through online interaction while the teaching performing.

The data about the English teachers' challenges while the teaching performance was garnered from the survey and interview data. As revealed from interviewed data, the first challenges in teaching speaking while the teaching performing was about the interaction with the students, explaining and giving examples.

The results show that the majority of teachers have negative problems with items because it is difficult to give an example in online speaking. Students have different social thinking because they interact less when learning online (Siemens et al., 2005). Lack of interaction in online learning is a major concern for teachers. The lack of interaction in online learning poses a major challenge for teachers. In addition, speaking requires intense interaction between teachers and students. Interaction in this sense means an interaction that faces at the same time in the same space. The teacher felt that he could not take full advantage of the interaction through the online platform because he could not observe the students directly. Student eye contact, gestures, and performance are not observable during the course of education and learning.

Teachers also spent more time learning how to use the online platform. This process was frustrating because the teacher had never done this before. They had to spend more energy, time, and effort to learn this, in which they had to prepare materials, media, and an assessment of the education-learning process at the same time. The teacher had never studied online, so in this situation, the teacher was unable to develop creativity as he focused on learning the features of the online learning platform. They had limited time to explore or find other online media and platforms to use so that they could use different teaching methods in their online environment.

Consistent with saying that teaching speaking is one of the most difficult parts to teach online (Sun & Chen, 2016), it is not possible to have direct dialogue. (Nuranda, 2018) He also states that speaking skills are considered difficult skills because they require the process of practicing in real-time and meeting others. This task was solved by a teacher who noticed that students were hesitant to speak when studying online. Even they need to instruct their students to speak. Also, due to limited online

class time, teachers were unable to provide sufficient feedback to their students. Teachers must fully instruct students to speak in a good way, but with an emphasis on accuracy, pronunciation, content, etc. (Paneerselvam & Mohamad, 2019 Yusuf & Zuraini, 2016).

Learning is remote, so it's important to motivate and maintain students. The findings show that students lack motivation while learning online and it is important to retain them. Success in speaking online learning is motivated by students because it can force them to learn and build confidence in them (Rodrigues & Vethamani, 2015). Grades, vocabulary, listening comprehension. When students are motivated to learn, they push themselves to achieve something while learning.

The English teachers' challenges in teaching speaking through online interaction when the evaluation.

Focusing on the tasks, the teacher also emphasized the challenges in teaching what to say during the evaluation. The results show that the main task is to assess the speaking ability of individual students in online learning. This is consistent with (Putra, 2021), suggesting that the lack of motivation of students is due to ignorance of online learning. Lack of student understanding, lack of motivation, student reluctance to speak, and lack of responsibility to collect assignments for the plates used.

Online learning should begin with a student's understanding of the platform used (Garrison et al., 1999). It can reduce student motivation because they have to learn about it. In addition, less interaction in online learning makes students a little reluctant to speak or take action. The student's lack of understanding of the platform used was due to the student's unfamiliarity with using the online learning platform. Before the Covid19 pandemic, students had never had an online learning session, so there was a big difference in learning conditions.

This compelled the scholars to discover ways to use the platform, mainly gaining knowledge of the functions of the platform utilized by the lecturers. At this time, each of the lecturers and college students have been suffering to put together themselves so one can be equipped with the net to gain knowledge of the state of affairs. Their battle additionally contributed to the incentive wherein many college students have been less-prompted in following the net gaining knowledge of, mainly with inside the starting of on-line gaining knowledge of. Their concentrations

have been divided into wherein they needed to attend at the cloth of coaching however on the identical time additionally, they needed to grasp the functions of the on-line platform. This state of affairs unluckily introduced college students gaining knowledge of challenges.

The lack of motivation of students was due to their unfamiliarity with online learning. Many of them didn't see online learning as real learning like school. This is consistent with the discovery of (Irawan, 2020). Students taught in online learning tend to copy and paste from their friends. They are unmotivated, so it's a hassle to work in class. It didn't make her active in online learning, especially when the teacher asked her to practice speaking.

This situation also encouraged students not to speak on online learning platforms. The teacher also had problems collecting student assignments. Many of them got together on time, but some students did not submit their assignments on time. Due to many factors, students were unable to pick up the assignment on time. When students are motivated, they work hard to reach their learning goals (Sardiman, 2012). You will not be lazy or do bad things during the learning process.

On the equipment side, the internet connection was not enough to support online learning. Facilities are an important factor in supporting effective learning (Hamalik, 2008). Schools have increased the credibility of the internet, but they still haven't been able to make online learning work. Internet facilities and infrastructure have become one of the key challenges in conducting online learning in Indonesia. Earlier (Irawan, 2020) it was reported that an internet connection was one of the weaknesses of teaching to speak online with LMS Edmodo. Internet networks, unstable internet networks, and internet credits are obstacles to online learning in Indonesia.

Lastly, the web mastering device additionally has become a challenge. For one session, online mastering became the simplest completed in 30 mins. It became distinct from offline mastering wherein English became taught for ninety mins for one session. In this situation, the academics couldn't at once take a look at college students talking performance, since time became restricted. Here, the academics have to be capable of controlling the magnificence nicely in restricted time. (Yamin, 2013) argues that the academics ought to control powerful substances in mounted time so

mastering could be powerful. (Hamalik, 2008) additionally argues that dealing with agenda nicely directs to powerful mastering instruction. It has to direct the scholars to research independently. However, the web mastering supplied the scholars with extra time to research via way of means of themselves at domestic via online mastering individually. They did not no longer want to look forward to the threat to carry out their talking. The college students ought to exercise by making the video. It is consistent with the document (Rerun, 2018) coming across that via online mastering the scholars had been advocated research independently. It might be a high-quality opportunity device to assist them in mastering talking talent effectively.

CONCLUSION

The English teachers engaged as the correspondents of this research have a negative category in teaching speaking through online interaction. Their negative evaluative judgments pertinent to the factors of challenges are categorized into three factors; 1) preparing the lesson plan, 2) performing in teaching, and 3) when evaluating. The teachers' challenges of speaking in teaching and learning English come from the aspect of teacher and student. From the aspect of teachers, they have to prepare the material for the lesson well. They are expected to be more creative and innovative especially accepted by the student. From the student aspect, sometimes, the lack of internet quota and signal made the students get difficulty submitting assignments. Moreover, when they get difficulty, it is very hard to ask the question directly to the teacher

When preparing the lesson plan

The challenge for teachers in teaching speaking when preparing for teaching is the constraints of networking and also an inadequate internet connection. Some of the challenges faced are the difficulty of finding the topic of speaking and dialogue speaking online, therefore teachers must prepare teaching materials before teaching begins or prepare from far away so that learning runs as effectively as possible. Here teachers and schools have also been looking for solutions by delivering assignments to school twice a week and providing waivers to students who do not have mobile phones.

While the teaching performing

The challenge faced by teachers at the time of learning is to provide examples of speaking, overcoming student behavior, and motivating students in online learning. Here also teachers are required to master online teaching methods and increase knowledge about motivation and how to excite students during online learning because, in reality, most students do not follow online learning even though facilities or quotas from the government are available.

When evaluating

The challenge that teachers face when conducting evaluations is that the answers or tasks collected by students are not following the ability of students at the time of online learning, because at the time of online learning many students do not join online learning which makes it difficult for teachers to assess the student's assignment. Honesty in doing the task is very necessary for the teacher. Therefore, teachers are asked to learn about the evaluation of learning in online learning.

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