AN ANALYSIS OF STUDENTS' PROBLEM IN LEARNING SPEAKING IN THE NEW NORMAL ERA AT THE THIRD SEMESTER OF ENGLISH DEPARTEMENT STUDENTS OF IAIN BENGKULU IN THE ACADEMIC YEAR 2021/2022

THESIS

Submitted as a Partial Fulfillment Requirements for the Degree of S.Pd (*Sarjana Pendidikan*) in English Education Study Program Tarbiyah and Tadris Faculty

UIN Fatmawati Bengkulu

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MOTTO

"Keep a positive mind. Remember, a failed a attempt doesn't make you a failure, giving up does."

– Lorii Myers –

"Everything will be okay in the end. If it's not okay, it's not the end."

– John Lennon –

DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My God, Allah SWT and Prophet Muhammad SAW.
2. My beloved Father and Mother, Mr. Iskandar and Mrs. Erma Yunita, who always love me and keep on praying for my life and and patience to make my dream come true. Thanks for all the motivation. I love you forever.
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PRONOUNCEMENT

I have been marked below:

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Bengkulu 2022

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Bengkulu, 2022

The Researcher,

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ABSTRACT

Yulis Khairun Nisysakh. 2022. ***An Analysis of Students' Problem in Learning Speaking in the New Normal Era at the Third Semester of English Department Students of IAIN Bengkulu in the Academic Year 2021/2022.***

Advisor I. H. Dr. Ali Akbarjono, M.Pd II. Valisneria Utami, M.Ed

This research focused on the students' problems in learning speaking in the new normal era. The research was at finding out the students' problems in learning speaking in the new normal era and to find the causes of students' problems in learning speaking in the new normal era. In this current study, the researcher used research design mixed method. The subject of this research was third semester students of English department, IAIN Bengkulu. In collecting the data, the researcher used questionnaire and interview. The questionnaire data were analyzed using T test and F test. The quantitative data results from T test showed that t count > t table (2.304>1.998) with a significant 0.024 < 0.05 which means there is a partial and significant effect to students' problems in learning speaking in the new normal era and that $t_{count} > t_{table}$ (4.514>1.998) with a significant 0.000 <0.05 which means there is a partial and significant effect to the causes of students' problems in learning speaking in the new normal era. The result from F test showed that F value > F_{table} (25.342>3.13) and with a significant level of 0.000 <0.05. Thus it can be concluded that the normal era variable (X) simultaneously has a significant influence on students' problems (Y1) and the causes of students' problems (Y2). Furthermore, the qualitative data result from interview showed the students' problems in learning speaking in the new normal era were lack of vocabulary, lack of pronunciation, poor grammar, fluency when speaking and their lack of comprehension. Meanwhile, the causes of the students' problems in learning speaking in the new normal era are fear making mistakes, lack of confidence, lack of motivation, anxiety, lack of interaction and low performance. It can be concluded that students' problems and the causes of these problems in learning speaking in the new normal era at the third semester in the academic year 2021/2022.

Keywords: Learning Speaking, Students' Problem, New Normal Era.

ABSTRAK

Yulis Khairun Nisyakh. 2022. ***Analisis Masalah Mahasiswa Dalam Pembelajaran Berbicara di Era Normal Baru Pada Mahasiswa Program Studi Bahasa Inggris Semester III IAIN Bengkulu Tahun Ajaran 2021/2022.***

Pembimbing I. H. Dr. Ali Akbarjono, M.Pd II. Valisneria Utami, M.Ed

Penelitian ini difokuskan pada permasalahan siswa dalam pembelajaran berbicara di era new normal. Penelitian ini untuk mengetahui permasalahan siswa dalam pembelajaran berbicara pada era new normal dan untuk mengetahui penyebab permasalahan siswa dalam pembelajaran berbicara pada era normal baru. Dalam penelitian ini, peneliti menggunakan metode campuran. Subyek penelitian ini adalah mahasiswa semester tiga jurusan Bahasa Inggris IAIN Bengkulu. Dalam pengumpulan data, peneliti menggunakan kuesioner dan wawancara. Data kuestioner dianalisis menggunakan uji T dan uji F. Data kuantitatif hasil uji T menunjukkan bahwa t hitung > t tabel (2,304>1,998) dengan signifikan 0,024 < 0,05 yang berarti ada pengaruh parsial dan signifikan terhadap masalah siswa dalam pembelajran berbicara di era normal baru dan t hitung > t tabel (4,514>1,998) dengan signifikansi 0,000 < 0,05 yang berarti ada pengaruh parsial dan signifikan terhadap penyebab masalah siswa dalam pembelajaran berbicara di era normal baru. Hasil uji F menunjukkan bahwa nilai F > F tabel (25,342>3,13) dan dengan taraf signifikansi 0,000 < 0,05. Dengan demikian dapat disimpulkan bahwa variabel era normal baru (X) secara simultan berpengaruh signifikan terhadap permasalahan siswa (Y1) dan penyebab permasalahan siswa (Y2). Selanjutnya, data kualitatif dari hasil wawancara menunjukkan bahwa masalah siswa dalam pembelajaran berbicara di era normal baru adalah kurangnya kosa kata, kurangnya pengucapan, tata bahasa yang buruk, kelancaran ketika berbicara dan kurangnya pemahaman mereka. Sedangkan penyebab masalah siswa dalam pembelajaran berbicara di era normal baru adalah takut melakukan kesalahan, kurang percaya diri, kurang motivasi, cemas, kurang interaksi dan kinerja rendah. Dapat disimpulkan bahwa permasalahan mahasiswa dan penyebab permasalahan tersebut dalam pembelajaran berbicara pada era new normal pada semester tiga tahun ajaran 2021/2022.

Kata Kunci: Pembelajaran Speaking, Masalah Siswa, Era Normal Baru.

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CHAPTER I

INTRODUCTION

A. Background of Study

A New Normal can be defined as the implementation of several health protocols due to Covid-19 pandemic, that is similar to our previous way of life, but with a new lifestyle, different from before. This new lifestyle is linked to the implementation of several health protocols. This happens in all aspects of human existence around the world caused by Corona Virus Disease 2019 (Covid-19) which was originally found in the city of Wuhan, China at the end of December 2019. It is a group of viruses that can cause mortality by infecting the respiratory system. This virus is extremely contagious and has infected practically almost all countries in the world, including Indonesia. This incident hinders all activities of community life in various sectors. According to Hidayatullah Syarif (2020), the cause of COVID-19 does not only have an impact on the health and global economy. However, it has an impact on all sectors, particularly education, where it is teaching and learning at both the school and university levels. New Normal Learning also refers to traditional learning, such as that which occurs in schools and universities. Of course, a learning system that integrates face-to-face learning, online learning, offline learning, and the implementation of health protocols is required (Dwiyanto Heri 2020).

Thus this year, teaching and learning activities are different from before. Where students and lecturers are required to adapt into the conditions before

the Covid- 19. Online learning is an alternative that is used as a substitute for face-to-face learning directly. In responding to the emergency spread of Covid-19, The Ministry of Education and Culture issued Circular No. 15 of 2020 which contains guidelines for the implementation of learning from home. By establishing the new normal, the order has a significant impact on the continuations of education in Indonesia. The situation certainly requires a lot if resources, thus teaching and learning activities, especially speaking learning are carry out using various applications that can support the learning process, such as Zoom, Google Classroom, WhatsApp and others.

During online learning, there are many concerns from students who did not interested learning English speaking, such as the difficulty of accessing the internet network which makes them unable to communicate smoothly, especially for students whose homes are in remote areas. The assignments given to students pile up and their comprehension of speaking subject matter is lacking, causing them to have difficulties considering words and pronouncing English. Anxiety and lack of self-confidence are also the cause of students' problems. According to Tsiplakides (2009), speaking anxiety is defined as a person's hesitance to participate in a conversation in a particular language. As a result, the anxiety they feel creates several more problems in speaking English, namely in pronunciation, diction, fluency, poor grammar and vocabuary. That is, the problem faced by these students is one of the main problems in teaching EFL.

In fact, based on pre-observation was done by interviwing several English Department students of third semester at IAIN Bengkulu. That the problems of students in the new normal era in learning to speak are more complex than before. Anxiety, a lack of student motivation and low performance in learning to speak English. On the other side, students who are capable of learning English, but feel that they are not successful in class because lack self-confidence. They still think about English at the structural or grammar and central level. Coupled with problems in learning process, ranging from poor internet connections, students' comprehension is lacking, because it is difficult to ask each other and the lack of direct interaction with lecturers and classmates. There is interference from outside, for example, during the online learning process, suddenly a guest comes to the house, so they lose concentration. Online classes that feel a little bit boring, because students can not discuss face-to-face with friends as usual. In addition, the third semester students of the English Department at IAIN Bengkulu since they entered college have been exposed to online learning and have not experience of learning face-to-face.

Referring to the rationale above, researcher was interested in analyzing things about aspects of speaking, starting from the problems and possible causes of these problems that occur in students in learning to speak in this new normal era. Likewise, is there any influence of the new normal era on students' problems in learning speaking and the possible causes of these problems. Here the researcher raises the title of the thesis **"An Analysiss of the Students'**

Problem in Learning Speaking in The New Normal Era at the Third Semester of English Department Students of IAIN Bengkulu in the Academic Year 2021/2022"

B. Identification of the Problem

Based on the background above, the researcher identified the problem as follows:

1. Students are anxious in learning speaking English in the new normal era.
2. Students are not confident in speaking English.
3. Students are not fluent and accurate in speaking English.
4. Students have not mastery of vocabulary.
5. Students have poor grammar.
6. Students are low performance.
7. Students are lack direct interaction with lecturers and classmates.
8. Students are lose concentration during online classes.
9. Students are lack of motivation in learning speaking English through online learning.

C. Research Questions

1. What are the students' problems in learning speaking in the new normal era?
2. What are the possible causes for these problems?
3. Is there any influence of the new normal era on students' problems in learning speaking and the possible causes of these problems?

D. Research Objectives

1. To find out students' problems in learning speaking skill.
2. To find out the possible causes contributed to these problems.
3. To find out whether or not there is an influence of the new normal era on students' problems in learning speaking and the possible causes of these problems.

E. Limitation of the Problem

In this study, the researcher focuses on the students' problems and possible causes of the problems in learning speaking in the new normal era at students in the third semester of the English Department Study Program of IAIN Bengkulu in the academic year 2021/2022.

F. Significance of the Study

This research able used able for following:

1. The researcher hope that students are more motivated to learn and overcome their problems in learning speaking.
2. As a reference or lecturers information regarding the problems faced by students in learning speaking and possible causes of these problems. So, that they can increase their creativity in teaching process.
3. As a source of information for further research.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher attempts to explain the theoretical foundation that includes: concept of English speaking learning for foreign language student, features of English speaking skill, students' problems in English speaking, New Normal era and English speaking subject curriculum.

A. Consept of English Speaking Learning for Foreign Language Student

Speaking is among the most crucial talents to grow and improve in order to communicate effectively (Leong, Lai-Mei & Ahmadi, Seyedeh Masoumeh, 2017). Speaking skill is among the most challenging components of language learning for foreign language students, because it is a very essential instrument that communicates ideas and messages orally. In this case, the students has to understand the correlation between the thoughts expressed orally. When the student tries to speak, the nose, pharynx, epiglottis, trachea, lungs, and other parts of the body are all implicated. When speaking, building ideas with words, expressing perceptions, feelings, and desires, so that the interlocutor comprehend what the speaker means.

All learners who want to learn English to develop their profession, increase their business, increase credibility, acquire greater profession chances, provide public appearances, attend interviews, engage in arguments and discussion groups, give presentations, and etc must have strong speaking abilities. In the present modern world, everything is linked with speaking skill.

There are the five aspects of speaking action that are commonly recognized (H. Douglas Brown. 2003) in (Ayu, Siti Ratna. 2018), namely:

1. Comprehension

   For oral communication, comprehension difinitely requires a subject to respond to the speech as well as to initiate it.

2. Grammar

   The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, Jeremy; Longman. 2007). Grammar is a crucial aspect of speaking, because faulty grammar can interpret the context of an utterance.

3. Vocabulary

   Vocabulary refers to a collection of words and their associated meanings (Martin H. Manser. 1995) in (Muh Aswadi. 2013). If people's vocabulary is insufficient, they will be unable to communicate effectively or convey their opinion in both spoken and writing forms. Without grammar only a few words can be conveyed, but without vocabulary nothing can be conveyed.

4. Pronunciation

   Pronunciation is the way students' to produce clearer language when they speak. Learning speaking as a foreign language requires mastering the art of pronounciation. It can be hard to comprehend a students if they do not pronounce a word correctly. In the other word, even

if students create grammar errors, such as in the verb tense, the listeners can indeed understand what is being said (Pollard, Lucy. 2008). As can be seen, proper pronunciation is essential for a learner to be comprehended.

Pronunciation is the art of saying a words using sounds, stress, and intonation:

a) Sound: on its own, a language's voice may be worthless, which is one of the issues that English as a foreign language speakers have since they struggle with particular sounds.
b) Stress: is a feature of word not only when the words construct phonemically minimal pair partner, but also giving shape to a word as spoken.
c) Intonation: the tone that employs while speaking, often known as music of speech. (Harmer, Jeremy. 2001).

5. Fluency

Fluency can be defined when we talk about someone as being a fluent speaker or when we speaks the language fluently, speed is a factor, but it is not always means the only or even the most important one. The fluency of a speaker implies that pausing is equally significant. The proper placing of pauses is also crucial. Then, another significant factor in perception of fluency is the number of syllables between pauses, the length of run. The longer it runs, the more fluent the speaker sounds (Scott Thornbury. 2005). Fluency can be defined as the capacity to talk accurately and fluently. Fluency in speaking is the aim of many language

students. Signs of fluency include a reasonable fast speed of speaking and just a smal number of pauses.

Nunan in Kayi defines speaking as the confidently and quickly use of language with minimal unnecessary pauses, that is commonly referred to as fluency (Hayriye Kayi. 2018). Speaking is the process of exchanging and interpreting meaning by the use of verbal and nonverbal symbols in variety of contexts.

Based on explanation above, the researcher concludes that English speaking in learning for foreign languages is a term used to describe English studies by non-native speakers in countries where English is not the dominant language. In other words, speaking is the ability to produce language, the process of expressing idea of building meaning and the way communication that can make people from different countries is comfortable in making interaction and communication. The indicator of English Speaking Learning for Foreign Language Student:

a. Mastery of vocabulary
b. Grammatical structure
c. Incorrect pronounce
d. Expressing idea

B. Features of English Speaking Skill

In spoken language, speaking has a crucial role in conveying messages which shows different characteristics from the written one. These could be seen from voice potentials, facial languages, signs, pitch, articulation, stress, rhythm and stopping (Wahyuningsih, S & Afandi, M. 2020). The stress-timed rhythm of spoken English and its intonation patterns convey important messages. Rhythm is created according to the position of stress within a single word or a group of words. Within words stresses have fixed positions but stress within a group of words can move according to meaning. Intonation, refers to the pattern of pitch changes. Furthermore, there also sounds such as consonants, vowels, and consonant clusters exist. In addition, it could be difficult for novices, especially EFL learners, including Indonesian undergraduates of English language education, to speak in english.

Two elements of speaking, language feature and mental or sosial processing (Harmer. 2001) :

1. Language Feature
    a) Connected speeech; effective speakers of english need to be able not only to produce the individual phenomes of english, but to use fluent ‘connected speech’. In connected speech sound are modified (assimiliton), omitted (elision), or weakned (through contructions and stress pattering).
    b) Expressive device; nattive speakers of english change the pitch and stress of particular parts of utterances vary volume and speed and show

by other phycal non-verbal paralinguistic means how they are feeling especially in face to face interaction. The use of this devise contributes to the ability to convey meanings.

c) Lexis and grammar, spontaneous grammar speech as marked by the use of number common lexical phrases, especially in the performance of certain language finctions. As a result, the educator should provide a diversity of words for various purposes, including agreeing or disagreeing, expressing surprise, sock or approval.

d) Negotiation; effective speaking benefits from negotiatory language we use to seak clarification to show the stucture of what we are saying.

2. Mental or social processing

a) Language processing: effective speakers need to be able to process language. In their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but convey the meanings that are intended. Language processing involves the retrieval of words an phrases from memory and their assembly into syntactically and proportionally appropriate sequences.

b) Interacting with others: The majority of speaking entails engaging with one or more people. It means that the effective speaking also involves a good deal of listening, an understanding of how linguistically to take turns or allow other to do so.

c) Information processing: quite apart from our response to people' feelings, we must always be able to absorb the intelligence they provide as soon as we receive it.

Based on explaination above, the researcher concludes speaking skill has many characteristics in conveying messages and meanings, such as articulation, rhythm, pressure, stress and intonation. There are also sounds, such as vowel and consonant. In addition, the process of preparing language in speaking must be effective and coherent, so that listeners can comprehend, respond and process the information. In the speaking process, some features are present while people are involved in interaction, pronunciation, vocabulary, grammar, accuracy and fluency are commonly thought as the principal components of speaking. However, relevant features as proficiency and coherence (Itkonen, T. 2010). The indicator of features of English speaking skills:

a. Fluency
b. Accuracy and clarity
c. Intonation
d. Pitch and stress

C. Students' Problems in English Speaking

Speaking problems are several of the problems that make a person lack the ability to speak. These problems can be an obstacle for students to increase their speaking abilities. Students have difficulty communicating due of their

poor grammar, vocabulary and pronunciation. These problems are included in linguistic problems.

There are some linguistics problems that affect someone in speaking, including poor grammar, a lack of vocabulary and pronunciation, can impact someone's ability to speak. According to Richards (2008), there are several common speaking problems among students, such as:

1. Lack of Vocabulary

   Vocabulary is a group of words, a group of sounds that have meaning in speaking and writing. Vocabulary is an important part of every language to communicate meaning, need or knowledge in using language in communication. The problems of vocabularies occur when someone is lack of vocabulary needed to talk and does not know how combine the vocabularies into a good sentence. Khan (2005), once again states that the numbers of students who learn English as a foreign language have difficulties to use word and expression to speak. Students are clearly know what they are going to say in the source language, but when they have to switch the language itself into the target language such as English, they often get confuse to combine and use the proper vocabularies needed.

2. Poor Grammar

   Grammar is a study in which sentences are structured and formatted, so that it may be considered a bit boring to study correct grammar since it really is worth the time and effort. If learners do not know the rules of grammar, they will never be able to communicate using

English effectively. Grammar become difficult because learners do not learn structures one in a time (Celce-murcia. 2001). Even the learners appear to have mastered a particular structures; it is not uncommon to find backsliding occuring with the introduction of new form to the learners' interlanguage. For example, the learner who has mastered the third singular person marker on the present tense verb is likely to over-generalize the rule and apply it to newly emerging modal verb, thus producing errors such as "she cans speak English". These errors may appear when the students speak since they have not mastered the English grammar.

3. Lack of Pronunciation

Pronunciation is a crucial as some parts of foreign language learning, such as syntax and vocabulary. Correct pronunciation is very necessary to develop speaking skill. Pronunciation also has close connections to the other fields such as listening and even grammar. When people can accurately pronounce the finishes of words, for instance, they can also provide grammatical information.

In terms of psychological problems in students speaking learning. It is the science or the study of the thought processes and behavior of humans and other animals in their interaction with the environment. Psychological problems are those problems, which often interfere the emotional or physical health. These psychological problems may bring negative effect towards student's speaking performance. (Fitriani, Dea Aries, et al. 2015)

According to several researcher, Juhana (2012), Dewi, et al (2021), there are several psychological factor that faced by the students in speaking English, such as:

1. Fear of Making Mistake

   As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom. With respect to the fear of making mistake issue, adds that difficult to express words or sentences which had one cause linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity. Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

2. Shyness

   Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Actually, the students felt of shyness makes their mind go blank or that they will forget what to say.

3. Lack of Confidence

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they are not brave to speak and would rather keep silent while others do talking showing that the students are lack of confidence to communicate.

4. Lack of Motivation

Motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. According to Juhana (2012), further adds that motivation is an inner energy. From the motivation the students will enhance their study interest.

Another problem that arises in students' speaking is anxiety. Generally, anxiety can be identified as feeling threatened, worried, tense, or worried. Regarding the speaking ability, the language anxiety especially speaking may be taken into account. Language anxiety is sorts of anxiety particularly related to learning foreign languages (Tsai. 2018). Further, anxiety can be considered as a negative emotion comprising state and trait components (Diehl, et al. 2019). In this sense, English language classroom activities are a source of speaking anxiety. Thus, it has correlated with students' unwillingness to speak English. This occurs when they have not mastered a foreign language fully. Additionally, this reluctance will decrease the students' interest in speaking

English and they do not make any progress in English (Oflaz. 2019; Riasati. 2018). There are several definitions of anxiety found by researchers. According to Horwitz (2011), anxiety is fear or catastrophe accompanied by certain physiological reactions, such as an accelerated heart rate, sweaty palms, and a feeling of tightness in the stomach. So, when students have signs of anxiety that they are not doing something normal as usual, they will forget about their actions, forget about material more easily, lose courage and so on.

From the explanation above, it can be concludes that the challenges faced by students are particularistic sentiment influence their speaking in English, such as insecurity, shyness, anxiety, nervousness, and worry. If students themselves don't believe they are capable of speaking, that's a serious problem for them. According to Lawtie (2004), states that speaking difficulties can be influenced by a person's emotional state, speech is often clearer when a person feels confident and relaxed, and this is one of the most important factors that need to be considered when communicating with people who have speech difficulties. The indicator of student's challenge in English speaking:

a. Lack of confident
b. Lack of motivation
c. Fear of making mistakes
d. Shyness
e. Anxiety

D. Learning English in New Normal Era

According to Dwiyanto Heri (2020), from the Expert Team for the Task Force for the Acceleration of Handling COVID-19, Wiku adisasmitra "New Normal" is a change in behavior to continue carrying out normal activities but coupled with the application of health protocols to prevent transmission of COVID-19. Such as implementing face-to-face learning done remotely or virtual, namely online learning by doing live e-learning through various available application platforms such as Zoom, Google Meet, Google Classroom which are application-based media that can be optimized for learning containers. (Syaharuddin, S. in Rafsanjani, A.Irawan. 2020).

Considering the role of technology and teachers in learning in the Era of COVID-19, through the media of electronic applications, educators can also transfer knowledge and skills as usual when doing face-to-face learning. In distance learning or online this can also still build the character of students. For example, it can be seen with the discipline of time in starting and ending online or online class meetings, discipline on the time limit for uploading assignments, independence through individual assignments, collaboration through group assignments and ethics in speak or write during live e-learning between students and educators.

As for now, there are several schools and university that have implemented a learning system as usual before the pandemic by still implementing health protocols. For example, in front of each class or room,

water and soap are provided for washing hands, still wearing masks, limited learning hours and there are also schools where the learning process uses shifts.

From explaination above, the researcher concludes new normal in all fields, especially in the field of education is a new normal life, which means life or teaching and learning activities that we live normally but with a new lifestyle. This new lifestyle is related to the implementation of several health protocols such as maintaining physical distance, washing hands with soap or hand sanitizer, wearing masks, and a nutritious diet. This happens in all aspects of people's life in Indonesia.

E. English Speaking Subject Curiculum in IAIN Bengkulu

In third of semester of English Study program there are two subject focussing on speaking skills. First of all, Academic Speaking, this course aims to develop students' competence in communicating ideas orally in various academic activities or formal scientific oral discourse. Learning materials include formal speeches (informative and persuasive), and presentations in seminars, conferences, workshops or the like on topics related to learning English, linguistics, or literature. This course also equips students to be able to play various roles in formal scientific academic oral forums, namely moderators, discussants, note-takers, and participants. Lecture activities include lectures, role plays, simulations, group and class discussions, and presentations. Assessment of student competency achievement is carried out

through individual and group assignments, observation of performance, participation in class activities, midterm exams, and final semester exams.

Secondly, Pronunciation Practice, this course focuses on providing students with provisions to understand the rules of English pronunciation, pronouncing English skills in accordance with applicable rules, and having a positive attitude towards self-development in English. The topics discussed in this lecture include the English sound system (segmental features of English (vowels, diphthongs, consonants), supra-segmental features of English (stress, intonation, other aspects of connected speech). The assessment is carried out continuously. from the beginning of learning (students' initial abilities), ability development from time to time, using direct assessment techniques through observation when students do pronunciation exercises and performance abilities.

F. Previous of Studies

There had been several studies that investigated the techniques or methods which were relevant to this research. The first research was conducted by Siti Ratna Ayu (2018), entitled “An Analysis of the Students’ Problem in Learning Speaking at the First Semester of the Eleventh Grade Students of SMKN 6 Bandar Lampung in the Academic Year 2018/2019”. The result of the research was the researcher discovered the students' problem and the cause of the problem in the process of learning speaking at SMKN 6 Bandar Lampung based on data analysis as follows: (1) Students' perceptions of not knowing the

parts of language that enable production in learning speaking include a limited vocabulary, poor grammar understanding, restricted pronunciation, never practicing English, little prospects, and anxiousness. (2) Anxiety, a lack of words, the surroundings, through the use of mother tongue are all factors that contribute to the difficulty in learning to speak.

The similarity of the current study with the previous study is both want to know the students' problem in learning speaking. There are also differences, namely the current study, the researcher describe learning in the new normal era and use mixed method. Meanwhile previous study by face-to-face learning before Covid-19 and used qualitative method.

Then second research was done by Alvin Nadzirotunnuha (2017), entitled "The Analysis of Students' Problems on Speaking Skill at Smp Islam Darussalam Dongko". This research findings revealed that kids had difficulty speaking. According to the findings, 56 percent of students occasionally and 20% of students frequently experience inhibition, 54 percent of students occasionally and 11% of students frequently experience nothing to say, 51 percent of students occasionally and 36 percent of students frequently experience reduced or unstable involvement, and 35 percent of students occasionally and 42 percent of students frequently experience mother tongue adoption. It was discovered that one of the most common issues with speaking was the usage of the mother tongue, particularly when students believe that speaking in their mother tongue is simpler. Other speaking issues arose as a

result of these issues, such as restraints, a lack of things to say, and poor or divided involvement.

The similarity of the current study with the previous study is both need to comprehend what that kind of problems students with poor speaking skill experience. There are also differences, namely the current study, the researcher describe learning in the new normal era and use mixed method. Meanwhile previous study by face-to-face learning before Covid-19 and used quantitative method.

The supported by journal from Catur Widyasworo (2019), entitled "Students' Difficulties in Speaking English at the Tenth Grade of Sekolah Menengah Kejurusan" Journal of English Education and Teaching (JEET). The result of the research was the researcher was the overall grade of pupils' speaking ability is 64.8, according to the study's findings. It falls under the adequate group. The pupils' speaking issues included both linguistic and non-linguistic issues. Mastery of proficiency, articulation, and language comprehension are linguistic issues, while hesitation, nothing to say, inconsistent participation, mother tongue involvement, anxiousness, embarrassment, loss of self, and lack of interest are nonlinguistic issues. Drilling, thinking, role acting, and motivating the pupils are some of the tactics used by the teachers to overcome the challenges.

The similarity of the current study with the previous study is both discuss about students' challenges of speaking. There are also differences, namely the

current study discusses student problems that are broader in scope, while previous study discuss student difficulties that are more specific.

The last, Zainurrahman & Sumarni Sangaji (2019), entitled "A Study on the University Students' Speaking Difficulties" Journal of Linguistics, Literature, and Language Education. The result of the research was qualitative research involved 14 university students and they were taken randomly from a university. By using performance test evaluated with a speaking rubric, it has been found that the students' grammar knowledge (linguistic domain) was extremely low. However, data from interview, which has been condensed into some keywords, revealed that the students' performance in speaking activity has been affected by their psychological problem like hesitance and low of self-esteem. Moreover, the finding showed that vocabulary mastery played important role in speaking activity. Psychological reason and vocabulary mastery are two main issues discovered through this research.

The similarity of the current study with the previous study is both discuss about students' challenges of speaking. There are also differences, namely the current study, the researcher describe learning speaking in the new normal era and use mixed method. Meanwhile previous study by face-to-fa learning before Covid-19 and used quantitative method.

CHAPTER III

METHODOLOGY

In this chapter, the researcher is going to describe: research design, identification of the research variabel, operational definition, subject of the research, data collection technique and instrument, data analysis, data trustworthiness, validity and reliability, and hypothesis testing design .

A. Research Design

In this study, the researcher used mixed method. According to Creswell in Sugiyono (2015), mixed method research is an approach to inquiry that combines or associated both qualitative and quantitative from of research. This mixed methods design is parallel or concurrent, where qualitative or quantitative data are collected at the same time and analyzed to complement each other. Besides, this research using a sequential mix method, especially sequential explanatory. Explanatory Strategy in mix methods research is characterized by the collection and analysis of quantitative data in a first phase followed by the collection and analysis of qualitative data in a second phase that build on the result of initial quantitative results (Creswell, 2009 in Sugiyono 2015). The use of quantitative methods is to obtaining quantitative data that is measurable and characteristic descriptive, meanwhile qualitative methods is to prove, deepen, and expand quantitative data.

Quantitative data in the form of the percentage of student responses to the questionnaire that will be given. In addition, interviews will be carried out to verify, double-check, and clarify data from the questionnaire. In this case, the

researcher intends to identify the problems and possible causes occurred in learning speaking in the new normal era in the third semester of Tarbiyah and Tadris Faculty's English Department study program at IAIN Bengkulu.

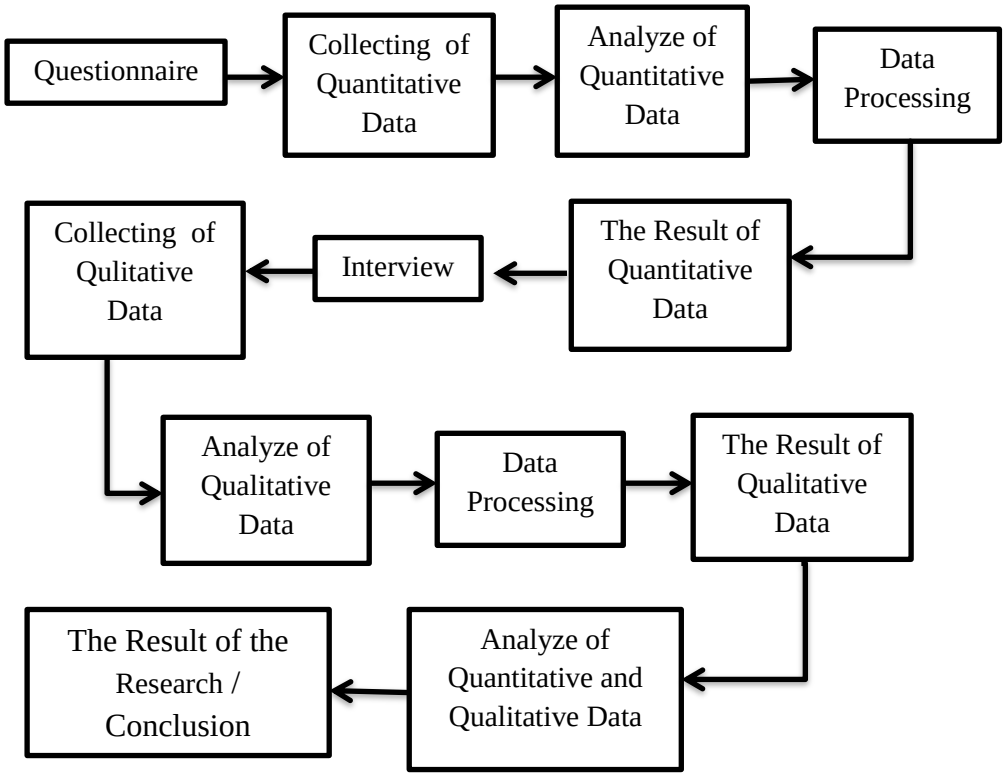

Figure 3.1

Sequential Explanatory with Quantitative as a Primary Data.

B. Identification of the Research Variable

Variables are things that are objects of research that are looked at in an activity that shows variations both quantitatively and qualitatively (Arikunto, 2010). Variables can also be interpreted as an attribute or trait that has a variety of values or various values. In Nisfiannoor (2009), it is stated that there are two kinds of variables, namely:

1. Independent variables, namely independent variables, antecedents, or predictors. This variable may cause, influence, or have an effect on the outcome and be the cause of the change or emergence of the dependent variable.
2. The dependent variable is the dependent variable, consequence, or criteria. This variable is a variable that is influenced or which is the result of the independent variable.

In this study, there is one independent variable and two dependent variables. The independent variable is a variable that affects or causes changes or the emergence of the dependent variable. Meanwhile the dependent variable is the variable that is affected or the result of the existence of the independent variable. In this research, there is one independent variable that will be given symbol X which is new normal era, as well as two dependent variables that will be given the symbol Y, namely (Y1) students' problems and (Y2) possible causes of the problem**s.**

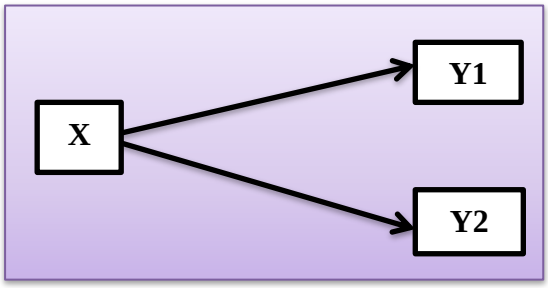

Figure Figure 3.2

Research Paradigm of Sequential Explanatory Design Combination.

Therefore, the variables in this research include:

1. Students problems
2. Possible causes of the problems
3. Learning in the new normal era

C. Operational Definition

An operational definition is a definition of the variables defined by the characteristics of the variables that can be observed (Azwar, S. 2008). Furthermore, to limit the meaning used and to facilitate understanding in this research, it is necessary to have a definition of each variable in this study, namely:

1. Students' problems

   Students' problems in speaking activity usually comes from the difficulties in speaking activity faced by students. These problems are included in linguistic and psychological problems in students speaking learning.

2. Causes of the problems

   Based on the Oxford said that said that speaking in English is a stressful thing for students. That's because they feel that they are afraid to make mistakes related to grammar and also lack of vocabulary in English to facilitate their speaking activities.

3. New normal era

New normal is a new order, habit, and behavior based on adaptation to cultivate clean and healthy living behavior (Ministry of Health of the Republic of Indonesia, 2020). In the world of education, these new habits and behaviors are online learning, where the learning process takes place using technology, such as several applications. In addition, face-to-face learning is different from the previous one, in which new habits are carried out regularly such as washing hands with soap, wearing masks when leaving the house, maintaining a safe distance and avoiding crowds. With this new habit, it is hoped that it will become a collective awareness to be able to run well in order to reduce the number of people affected by this virus.

D. Subject of the Research

Subject in this study is the students of the third semester of Tarbiyah and Tadris Faculty in IAIN Bengkulu. The location is on Jl. Raden Patah, Kelurahan. Pagar Dewa, Kecamatan. Selebar, Prov. Bengkulu. The researcher decide to conduct research at this university, because the researcher has doing pre-observation and the researcher found that third semester of students' English Department have problems faced in learning speaking in the new normal era. Researcher conduct this research with 69 students.

The researcher decided to choose this, because in this semester the level of English class in speaking learning is profience, which is the highest level

between intermediate level and basic speaking. Basic speaking in the first semester, can be interpreted as a beginner in the world of tertiary education, the level of ability is quite familiar with basic grammar and everyday words. Intermediate speaking in the second semester is a level that already has the ability to translate, even though the vocabulary is often poor, which causes the implied meaning to be illegitimate. Meanwhile, advanced speaking in the third semester, the highest level of ability both grammar and meaning is implied or explicit.

Besides, this research presents problems and their possible cause of problem faced by students in the new normal era. This research study focused to the students, because the researcher wants to find out directly what are the problems and possible cause of problems of the students in conducting online learning system in the new normal era, and to find out whether or not there is an influence of the new normal era on students' problems in learning speaking and the causes of these problems, so the researcher can get the real data.

E. Data Collection Technique and Instrument

In this research the data is collecting using questionnaire and interview.

1. Questionnaire

For quantitative research, questionnaire used as the instrument. According to Larry Cristensen in Sugiyono (2015), a questionnaire is a self-report data collection instrument that each research paerticipant fill out as part of a research study. Researcher used questionnaires so that they

can obtain information about the thoughts, feeling, attitudes, beliefs, values, perceptions, personality, and behavioral intentions of research participant. In other words, researcher attempt to measure many different kinds of characteristic using questionnaires.

In this study, researcher use closed question types, which limits respondents to a series of alternatives offered. Researcher used three aspects based on variables, namely student problems, possible causes of student problems and learning speaking in the new normal era. In this questionnaire, researchers will used indicators, namely there are six indicators of students' problems, 5 indicators of possible causes of students' problems and three indicators of learning speaking in the new normal era. Therefore, as many as 14 questions is used. The table can be seen as follows:

Table 3.1 Specification of the Questionnaires

Aspect	Indicator	No Item	Total Item
1. Students' problem in speaking learning in the new normal era.	To know the students problems in speaking learning in the new normal era, they are: a. Vocabulary - Students lack of vocabulary.	1	6

	b. Pronunciation - Students do not know how to pronunced well. - Students difficult to distinguished words that have the similar pronounce. c. Grammar - Students can not form and arrange correct the sentences well. d. Fluency - Students can not speak like the native speaker, because they can not imitate clearly, accuracy, intonation, pitch and stress. e. Comprehension - Students do not comprehend what the speaker say. So, it can be caused	1 2 1 1 1	

	misunnderstanding.		
2. The possible causes of students' problem in speaking learning in the new normal era.	To know the possible causes of students problems in speaking learning in the new normal era, they are: a. Fear making mistakes b. Shyness c. Lack of confidence d. Lack of motivation e. Anxiety	 1 2 3 4 5	5
3. Learning speaking in the new normal era.	To know speaking learning in the new normal era, they are: a. Lack of interaction b. Lack of concentration c. Low performance	 1 2 3	3

Meanwhile, the researcher distributed the questionnaire in the form of Google Form, this aims to make it easier for researcher to collect the data. Meanwhile, the researcher provide a questionaire to 69 students of the thrid semester of English study programs of Tarbiyah and Tadris Faculty in IAIN Bengkulu after studying the process of speaking in the new normal era.

2. Interview

Interviews are the main data collection technique in qualitative research, especially the interview dept. Qualitative experts say that by interviewing the feelings, perceptions, and knowledge of the interviewers (interview subject) intensively (Ghoni, Fauzan, 2012). This study uses a structured interview, which is used as a data collection technique when the researcher knows for sure what information was obtained. Therefore, in conducting interviews, researchers have prepared research instruments in the form of written questions whose alternatives have been prepared. With this structured interview, each respondent was asked the same questions, and the data collectors took notes. The questions ask in the interview amount to 9 questions. In conducting interviews using Indonesian, because it is easier for students to answer questions. After that, the researcher translated the results of the interview into English. The interview guideline can be seen as follows:

Tabel 3.2 Interview Guideline

No.	Question of Interview	Total Item
1.	What do you think about learning English speaking in the new normal era?	
2.	What are the challenges of students in learning English speaking in the new normal era?	

3.	Why do you feel fear making mistakes in learning English speaking in the new normal era?	11
4.	Why do you feel shy in learning English speaking in the new normal era?	
5.	Why do you feel lack of confidence in learning English speaking in the new normal era?	
6.	Why do you feel lack of motivation in learning English speaking in the new normal era?	
7.	Why do you feel anxious in learning English speaking in the new normal era?	
8.	How do you interact with each other among classmates and lecturer in learning English speaking in the new normal era?	
9.	How do you lose consentration while learning English speaking in the normal era?	
10.	Why do you feel your performance is low in learning English speaking in the new normal era?	
11.	How do you try to solve the problems in learning English speaking in the new normal era?	

This interview was conducted to obtain responses from the third semester students of the English Department study program at IAIN Bengkulu. Students asked to say everything that comes to their mind,

related to the question. It may consist of what they see, think, do, and feel. So, in formal research the protocol that must be followed is that all verbalizations transcribed and then analyzed.

F. Data Analysis

Data analysis is the process of organizing the data in order to obtaion regularity of form of the research. In mixed methods research, data analysis can be done in several ways, namely:

1. Concurrent mixed analysis: analysis of qualitative and quantitative data.
2. Qualitative-quantitative analysis in stages: qualitative data analysis followed by qualitative data collection and analysis as confirmation.
3. Step-by-step quantitative-qualitative analysis: quantitative data analysis followed by qualitative data analysis.

In this study, quantitative- qualitative data analysis was used step by step. So, the analysis is carried out on quantitative data and then followed by qualitative data analysis. The identified groups are then compared with available quantitative data or with data collected through qualitative analysis.

1. Quantitative Data

The researcher tabulates the collected data base on the questionnaire that has been given and calculated by the presentation using the following formula. Frequency computing of each certain by answers the following formula (Sudijono, 1978).

Formula frequency computing:

$$P=\frac{FX100\%}{N}$$

P= Percentage

F= Frequency of teachers' questionnaire

N= Total Respondents (Arikunto, 2010)

The score criteria of as follows:

0% - 20% = Strongly Disagree

21% - 40% = Disagree

41% - 60% = Neutral

61% - 80% = Agree

81% - 100% = Strongly Agree

2. Qualitative Data

The following procedures for data analysis which are use in this study by Burhan Bungin (2003), such as:

1. Data Collection

   Data collection is an integral part of data analysis activities. Data collection activities in this research are to use questionnaire and interview.

2. Data Reduction

   Data reduction, define as the selection process, focuses on simplifying and transforming raw data arising from written records in

the field. Reduction is carry out since data collection begins by summarizing, coding, searching for themes, creating clusters, writing memos and so on with the intention of setting aside irrelevant data or information.

3. Display Data

Display data is a description of a set of structur information that provides the possibility of drawing conclusions and taking action. The presentation of qualitative data is present in the form of narrative text. The presentation can also be in the form of matrices, diagrams, tables and charts. After the reduction step is carried out, the researcher will take the next step namely displaying the data, which the display of this data will be in the form of a brief description, charts, relationships between categories, flow charts and others. In addition, according to Hashimov (2015), in qualitative research, the most frequently used form of data display is narrative text. Therefore, the presentation of the data in this study will be written in the form of a description in accordance with the data acquisition in the field. Thus, the researcher will find it easier to understand what happened from the acquisition of those data and could take the next steps easily, based on what has been understood.

4. Conclusion Drawing and Verification

Conclusion Drawing and Verification is the final activity of data analysis. Drawing conclusions in the form of interpretation

activities, namely finding the meaning of the data that has been presented. Between data display and drawing conclusions there are existing data analysis activities. In this sense qualitative data analysis is a continuous, iterative and continuous effort. The problem of data reduction, data presentation and drawing conclusions or verification becomes an illustration of success sequentially as a series of related analysis activities.

G. Data Trustworthiness

In the qualitative research, the researcher reveals the data as the subject's genuine life. This qualitative research used some methodologies to keep the validity of the data in order to have more accurate conclusion. To made the data valid triangulation is employe. Qualitative validity means that the researcher was checked for the accurancy of foundings by employing certain procedures. The technique use to improve the validity of data in qualitative research was triangulation, there ere six kinds of triangualtion, there are as follows :

1. Triangulation of Time, has two form, there are cross-sectional and longitudinal. In cross-sectional, data collection carrd ieout in the same time with the different group but in the longitudial, data collection carried out from the same group with different time.
2. Triangulation of Place, to make the data collection more accurate, it can be done using different place for similar data.

3. Triangulation of Theory, data collection is collected based on different theory or by analyzing the same data with different theory.
4. Triangulation of Method, the researcher use different method for collecting similar data.
5. Researcher Triangulation, for collecting the same data, it will be done by some people.
6. Triangulation of Methodology, the data collected from the same learning process with different approach, namely quantitative and qualitative so, the researcher collect the both of data from those approach. (Ag, Bambang Setiyadi. 2006)

In this study, the researcher used triangulation of method. In triangulation of method, the researcher use two data collecting techniques; they are questionnaire and interview.

H. Validity and Reliability

1. Validity

Validity means the extent to which the research results are in accordance with the actual situation or the extent to which the research results reflect the actual situation (Nisfiannoor, 2009). So, there is a match between the indicators used to measure it. A valid instrument means that the instrument can be used to measure what should be measured (Sugiyono, 2012).

The validity test was used to determine the validity of the questionnaire in collecting data. In this research validity test have used product moment formula with SPSS tool 26 version. The questionnaire item can be valid if the r_{count} sign is greater than the r_{table} ($r_{count} > r_{table}$) at a significance value of 5%. On the contrary, an item is invalid if $r_{hitung} < r_{table}$ with significance value of 5%, the formula can be seen as follows:

$$rxy = \frac{\mathrm{N}\sum \mathrm{XY} - (\sum \mathrm{X})\sum Y)}{\sqrt{(\mathrm{N}\sum x^2 - (\sum X)^2)(N\sum y^2 - (\sum y)^2)}}$$

Where : N : Number of Samples

$\sum$X : Score item

$\sum$Y : Total scores

r_{xy} : Correlation coefficient

2. Reliability

Reliability talks about the extent to which the results of measurements carried out remain consistent when measured again on the same person at different times or on different people at the same time (Nisfiannoor, 2009).

The reliability is an index that shows the extent to which a measurement tool can be trusted or reliable. If a measuring device is used twice to measure the same symptoms and the measurement results obtained are relatively consistent, then the measuring device is reliable. In this research, to test the reliability have used Cronbach's Alpha with SPSS 26 version reliability coefficient with formula as follow:

$$a = \frac{K}{K-1} + \left(1 - \frac{\sum S_i^2}{S_x^2}\right)$$

a : Coefficient describing the degree of reliability test

K : Number of question items

S_i^2 : Variance of each question item

S_x^2 : Total variance of the test

I. Hypothesis Testing Design

1. T-test (Partial Test)

T-test is the test for regression coefficient partially, the aims of this test is to determine the partial significance of the role between the independent variable on the dependent variable by assuming that other independent variables are considered constant. According to Sugiyono (2014), using the formula:

$$t = \frac{\mathrm{r}\sqrt{\mathrm{n}-2}}{\sqrt{1-r^2}}$$

t = distribution of t

r = partial correlation coefficient

r^2 = coefficient of determination

n = amount of data

The results of this calculation are then compared with the t table using a level of α 0.05 (5%). The criteria that will use are as following:

a. Accepted if the $t_{value} \leq t_{table}$ or the value sig> α
b. Rejected if the $t_{value} \geq t_{table}$ or the value of sig <α

If there is acceptance of Ho, it can be concluded that there is no significant effect, whereas if Ho is rejected, it means that there is a significant influence. This statistical hypothesis testing design is to test an influence between the independent variable (X1) new normal era, Y1 students problems and Y2 causes of problem, as for the hypothesis in this research are:

a. Ho: β = 0: there is no significant effect.
b. Ha: β ≠ 0: there is a significant effect.

2. F-Test (Simultaneous Testing)

The F test is a test of the regression coefficient simultaneously. This test is conducted to determine the effect of all independent variables in the model simultaneously on the dependent variable. The F test in this research will use to test the significance of the effect of New Normal era on Students Problems and possible causes of problems. According to Sugiyono (2014) it is formulated as follows:

$$F = \frac{R^2/k}{(1 - R^2/(n - k - 1)}$$

R2 = coefficient of determination

k = number of independent variables

n = Number of data members or cases

F results of this calculation will be compared with those obtained with using the level of risk or significant level of 5% or with degree freedom = k (n-k-1) with the following criteria:

a. Rejected if $F_{value} > F_{table}$ or sig $< \alpha$

b. Accepted if $F_{value} < Ft_{able}$ or sig $> \alpha$

If there is acceptance, then it can be interpreted that there is no significant effect on the multiple regression model obtained so that it results in no significant effect of the independent variables simultaneously on the dependent variable. The null hypothesis in this study is as follows:

a. H0: $\beta 1 = \beta 2 = \beta 3 = 0$: no significant effect.

b. Ha: $\beta 1 \neq \beta 2 \neq \beta 3 \neq 0$: there is a significant effect.

CHAPTER IV

RESULT AND DISCUSSION

A. The Findings of Quantitative Research

This research was conducted in November 2021 at IAIN Bengkulu through an online questionnaire using Google forms with the research subjects sixtynine third semester English Department students and interviewed six students, namely two students each from each class, with the highest score and the lowest score. The results of the research that have been analyzed by researchers using a mixed method technique, which means that researchers analyze using a quantitative approach and describe using a qualitative approach, interpreting all the data collected so that they can obtain a general and comprehensive situation.

1. Description of the Result

a. Description of Variable Y1 (Students' Problem)

Tabel 4.1 The Result of Students' Problems

No	Question	SA	4A	3N	D	SD
		Σ	Σ	Σ	Σ	Σ
1.	I have lack of vocabulary in learning English speaking in the new normal era.	37	7	9	12	4

2.	I do not know how to pronounce well when English speaking in learning speaking in the new normal era.	5	34	19	10	1
3.	I feel difficult to distinguished words that have the similar pronounce in learning English speaking in the new normal era.	9	20	25	11	4
4.	I cannot make and arrange sentences using good and correct grammar in learning English speaking in the new normal era.	9	25	19	14	2
5.	I cannot speak like the native speaker, because I cannot imitate clearly, accurate, intonation, pitch and stress when speak English in learning speaking in the new normal era.	7	36	21	4	1
6.	I do not comprehend what the speaker says. So, it can be caused misunderstanding in learning English speaking in the	4	31	23	10	1

	new normal era.					

Based on the questionnaire filled by the students in the table above, the researcher can describe that the students' response was varied. For more detail, the researcher described the students' problems as follow:

From the results of the first question item, the most answers were strongly agree (SA) with a total of 37 respondents or with a presentation of 53,6% of students who lack of vocabulary mastery. The answers of agree (A) has a presentation of 10,1%, neutral (N) has a percentage of 13%, disagree (D) has a percentage of 17,4%. Meanwhile the answer of strongly disagree (SD) has a percentage of 5,8% or 4 respondents. The table above showed that students have lack of vocabulary in learning speaking English in the new normal era. Supported by the interview session and the result, namely R27 said that:

"Menurut saya, masalah dalam pembelajaran speaking, yaitu kurangnya kosakata yang kami ketahui, sehingga membuat kami bingung dan kurang mengerti beberapa kata yang orang lain ucapan. Saat pembelajaran online, kadang saya juga merasa kurang bersemangat dan tidak menghafal kosakata baru. (R27, 2021)"

"Problems in learning speaking, namely the lack of vocabulary that we know, so that it makes us confused and does not understand some words that other people say. When online learning, sometimes I felt less enthusiastic and don't memorize new vocabulary. (R27, 2021)"

From the results of the second question item, the most answers were agree (A) with a total of 34 respondents or with a presentation of 49,3% of students who do not know how to pronounced well. The answers of strongly agree (SA) has a presentation of 7,2%, neutral (N) has a percentage of 27,5%, disagree (D) has a percentage of 14,5%. Meanwhile the answer of strongly disagree (SD) has a percentage of 1.4% or 1 respondents. The table above showed that students who do not know how to pronounced well in learning speaking English in the new normal era. Supported by the interview session and the result, namely R22 said that:

"Masalah saya dalam pembelajaran speaking yaitu saya tidak tahu bagaimana pengucapan yang benar jadi saya sering salah dalam melafalkan kata. Ini terjadi mungkin karena kurang meempraktikkannya dalam kehidupan sehari-hari. (R22, 2021)"

"My problems in learning speaking is that I don't know how to pronounce it correctly so I often pronounce the words wrong. This happened maybe because do not practice it in everyday. (R22, 2021)"

From the results of the third question item, the most answers were neutral (N) with a total of 25 respondents or with a presentation of 36,2% of students who difficult to distingished words. The answers of strongly agree (SA) has a presentation of 13%, agree (A) has a percentage of 29%, disagree (D) has a percentage of 15,9%. Meanwhile the answer of strongly disagree (SD) has a percentage of 5,8% or 4 respondents. The table above showed that students who felt difficult to distinguished words that have the similar pronounce in

learning English speaking in the new normal era. Supported by the interview session and the result, namely R26 said that:

"Saat mendengar orang berbicara dalam bahasa inggris, saya sangat sulit membedakan setiap kata yang pengucapannya sama, jadi terkadang saya salah mengartikan maksud yang disampaikan pembicara. (R26, 3021)"

"When I hear people speaking in English, it is very difficult for me to distinguish every word that is pronounced the same, so sometimes I misinterpret what the speaker is saying. (R26, 2021)"

From the results of the fourth question item, the most answers were agree (A) with a total of 25 respondents or with a presentation of 36,2% of students who have poor grammar, answers that strongly agree (SA) has a percentage of 13%, neutral (N) has a presentation of 27,5%, disagree (D) has a percentage of 20,3%, while the answer strongly disagree (SD) has a percentage of 2,9% or 2 respondents. The table above showed that students who cannot make and arrange sentences using good and correct grammar in learning English speaking in the new normal era. Supported by the interview session and the result, namely R26 dan R59said that:

"Tidak mengerti struktur tata bahasa merupakan faktor utama masalah saya dalam pembelajaran speaking, karena saya sering salah dalam menyusunan kalimat. (R26, 2021)"

"Not comprehend the grammatical structure is the main factor in my problems in learning speaking, because I often make mistakes in arranging sentences. (R26, 2021)"

"Saya sering salah dalam membuat atau menyusun kalimat karena tidak mengerti tata bahasa yang baik dan benar. Saya juga tidak banyak mengetahui tenses dalam bahasa inggris. Adapun di era new normal ini, saya merasa kurangnya mempelajarinya membuat kemampuan saya dalam berbicara bahasa inggris lemah. (R59, 2021)"

"I often make mistakes in making or compiling sentences because I don't comprehend good and correct grammar. I also don't know much about tenses in English. As for in this new normal era, I feel that my lack of learning makes my ability to speak English weak. (R59, 2021)"

From the results of the fifth question item, the most answers were agree (A) with a total of 36 respondents or with a presentation of 52,2% of students who cannot speak fluency. The answers of strongly agree (SA) has a presentation of 10,1%, neutr,al (N) has a percentage of 30,4%, disagree (D) has a percentage of 5,8%. Meanwhile the answer strongly disagree (SD) has a percentage of 1,4% or 1 respondents. The table above showed that students who cannot speak like the native speaker, because they cannot imitate clearly, accurate, intonation, pitch and stress when speak English in learning speaking in the new normal era. Supported by the interview session and the result, namely R9 said that:

"Dalam pembelajaran di masa new normal, kejelasan atau kelancaran ini cukup sulit menurut saya, karena jika kita berbicara tidak jelas maka pendengar atau lawan bicara kita tidak tahu apa yang kita bicarakan. Saat pembelajaran tatap muka saya gugup karena diamati oleh dosen secara langsung. Sedangkan saat pembelajaran online, misalnya ketika ada tugas membuat video, saya bisa merekam beberapa kali untuk hasil yang baik. (R9, 2021)"

"In my opinion, in learning in the new normal era, fluency and clarity are quite difficult, if we speak unclearly then our listeners or interlocutors do not know what we are talking about. During face-to-face learning, I was observed by the lecturer directly. Meanwhile, during online learning, for example when I have a video task, I can record several times for good results. (R9, 2021)"

From the results of the sixth question item, the most answers were agree (A) with a total of 31 respondents or with a presentation of 44,9% of students who do not comprehend. The answers of strongly agree (SA) has a presentation of 5,8%, neutral (N) has a percentage of 33,3%, disagree (D) has a percentage of 14,5%. Meanwhile the answer strongly disagree (SD) has a percentage of 1,4% or 1 respondents. The table above showed that students who do not comprehend what the speaker says. So, it can be caused misunderstanding in learning English speaking in the new normal era. Supported by the interview session and the result, namely R30 said that:

"Saat pembelajaran online berlangsung, yang mana sering terkendala oleh sinyal, sehingga terkadang sulit untuk memahami materi pembelajaran yang disampaikan dosen. Ditambah lagi, pembelajaran di era new normal ini jam pelajarannya terbatas sehingga penjelasan materinya sedikit. (R30, 2021)"

"When online learning takes place, which is often constrained by signals, so sometimes it is difficult to understand the learning material delivered by the lecturer. In addition, learning in this new normal era has limited learning hours, so there is little explanation of the material (R30, 2021)"

b. Description of Variable Y2 (Possible Causes of Students' Problem)

Tabel 4.2 The Result of Causes of Students' Problems

No	Question	SA	A	N	D	SD
		Σ	Σ	Σ	Σ	Σ
1.	I feel fear of making mistakes when speak English in learning	9	26	15	11	8

	speaking in the new normal era.					
2.	I feel shy when speak English in learning speaking in the new normal era.	11	11	29	12	6
3.	I feel lack of confident in learning English speaking in the new normal era.	9	29	11	13	7
4.	I feel lack of motivation in learning English speaking in the new normal era.	7	25	7	22	8
5.	I feel anxious in learning English speaking in the new normal era.	36	11	12	4	6
6.	I feel lack of interact with each other with my classmates in learning English speaking in the new normal era.	14	30	16	9	0
7.	I feel lack of concentration in learning English speaking in the new normal era.	5	7	29	17	11
8.	I feel low performance and do not psrticipate in activities that can improve my English	6	33	9	15	6

	speaking skills in the new normal era.					

Based on the table above, the results of the first question item, the most answers were agree (A) with a total of 26 respondents or with a presentation of 37,7% of students who fear of making mistakes. For the answers of strongly agree (SA) has a presentation of 13%, neutral (N) has a percentage of 21,7%, disagree (D) has a percentage of 15,9%. Meanwhile the answer of strongly disagree (SD) has a percentage of 11,6% or 8 respondents. The table above showed that students who felt fear of making mistakes when speak English in learning speaking in the new normal era. Supported by the interview session and the result, namely R22 said that:

"Takut jika di tertawakan oleh teman dan di marahi oleh dosen atau dapat nilai rendah jika terjadi kesalahan dalam pembelajaran english speaking di masa sekarang, jadi kadang saya nervous tidak tahu bagaimana akan menyampaikan kata yang ada di kepala saya. (R22, 2021)"

"I'm afraid that my friends will laugh at me and be scolded by the lecturer or get low grades if an mistake occurs in learning English speaking, so sometimes I'm nervous, I don't know how to convey the words that are in my head. (R6, 2021 (R22, 2021)"

From the results of the second question item, the most answers were neutral (N) with a total of 29 respondents or with a presentation of 42% of students who felt of shyness. The answers of strongly agree (SA) has a presentation of 15,9%, agree (A) has a percentage of 15,9%, disagree (D) has a percentage of 17,4%. Meanwhile the

answer of strongly disagree (SD) has a percentage of 8,7% or 6 respondents. The table above showed that students who feel shy when speak English in learning speaking in the new normal era. Supported by the interview session and the result, namely R59 said that:

"Terkadang, saat dosen memberikan pertanyaan saat pembelajaran berlangsung, saya ragu untuk menjawabnya karena malu jika harus berbicara di dengar dan didepan orang banyak dalam pembelajaran online maupun saat offline. (R59,2021)"

"Sometimes, when lecturers ask questions during learning, I hesitate to answer them because I am embarrassed to have to speak in public and in front of many people in online and offline learning. (R59, 2021)"

From the results of the third question item, the most answers were agree (A) with a total of 29 respondents or with a presentation of 42% of students who felt lack of confident. The answers of strongly agree (SA) has a presentation of 13%, neutral (N) has a percentage of 15.9%, disagree (D) has a percentage of 18.8%. Meanwhile the answer of strongly disagree (SD) has a percentage of 10.1% or 7 respondents. The table above showed that students who felt lack of confident in learning English speaking in the new normal era. Supported by the interview session and the result, namely R30 said that:

"Saya merasa tidak percaya diri dalam speaking ini karena saya insecure. Misalnya, saat dosen memberikan tugas membuat video berbicara bahasa inggris, saya tidak puas dengan hasilnya diri saya sendiri. (R30, 2021"

"I feel lack of confident in speaking because I am insecure. For example, when a lecturer gave an assignment to make a video

speaking English, I was not satisfied with the result myself. (R30, 2021)"

From the results of the fourth question item, the most answers were agree (A) with a total of 25 respondents or with a presentation of 36.2% of students who felt lack of motivation. The answers of strongly agree (SA) has a presentation of 10.1%,neutral (N) has a percentage of 10,1%, disagree (D) has a percentage of 31.9%. Meanwhile the answer of strongly disagree (SD) has a percentage of 11.6% or 8 respondents. The table above showed that students who felt lack of motivation in learning English speaking in the new normal era. Supported by the interview session and the result, namely R22 said that:

"Pembelajaran speaking di era new normal ini kurang efektif, kita dituntut untuk menyesuaikan diri saat pembelajaran online yang terkadang cukup membosankan dan saat pembelajaran offlinepun interaksi dengan teman-teman maupun dosen sangatlah sedikit. Sehingga terkadang saya merasa kehilangan motivasi dalam hal ini. (R22, 2021)"

"In my opinion, learning speaking in the new normal era is less effective, because we are required to adjust to online learning which is sometimes quite boring. During face to face learning there are very few interactions with friends and lecturers. So sometimes, I felt lack of motivated in learning English speaking. (R22, 2021)"

From the results of the fifth question item, the most answers were strongly agree (SA) with a total of 36 respondents or with a presentation of 52.2% of students who felt anxiety. The answers of agree (A) has a presentation of 15.9%, neutral (N) has a percentage of 17.4%, disagree (D) has a percentage of 5.8%. Meanwhile the answer

of strongly disagree (SD) has a percentage of 8.7% or 6 respondents. The table above showed that students who feel anxious in learning English speaking in the new normal era. Supported by the interview session and the result, namely R27 said that:

"Saya merasa cemas saat mendapatkan tugas yang banyak dan waktu yang diberikan dosen untuk mengerjakannya sangat terbatas. Koneksi internet yang tiba-tiba hilang saat pembelajaran berlangsung juga menjadi alasan mengapa saya merasa cemas. (R27, 2021)"

"I feel anxious when I get a lot of assignments and the time given by the lecturer to do it is very limited. The internet connection that suddenly lost during the lesson was also the reason why I felt anxious. (R27, 2021)"

From the results of the sixth question item, the most answers were agree (A) with a total of 30 respondents or with a presentation of 43.5% of students who felt lack of interaction. The answers of strongly agree (SA) has a presentation of 20.3%, neutral (N) has a percentage of 23.2%, disagree (D) has a percentage of 13%. Meanwhile the answer of strongly disagree (SD) has a percentage of 0% or 0 respondents. The table above showed that students who lack of interact with each other with my classmates in learning English speaking in the new normal era. Supported by the interview session and the result, namely R30 said that:

"Saat pembelajaran English speaking, kami tidak banyak berinteraksi satu sama lain. Ketika pembelajaran online, sering terhambat oleh koneksi internet, kuota and etc. Adapun ketika pembelajaran tatap muka, yang bersistem dua sesi, jadi jam pembelajaran terpotong dan sangat terbatas. (R30, 2021)"

"During learning English speaking, we do not interact much with each other. For example, when online learning is often hampered by

internet connections, qouta and etc. As for face to face learning, which has a two session system, the learning times are cut off and very limited. (R30, 2021)"

From the results of the seventh question item, the most answers were neutral (N) with a total of 29 respondents or with a presentation of 42% of students who felt lack of concentration. The answers oft strongly agree (SA) has a presentation of 7.2%, agree (A) has a percentage of 10,1%, disagree (D) has a percentage of 24,6%. Meanwhile the answer strongly disagree (SD) has a percentage of 15.9% or 11 respondents. The table above showed that students who felt lack of concentration in learning English speaking in the new normal era. Supported by the interview session and the result, namely R9 said that:

"Kehilangan konsentrasi saat pembelajaran terkadang membuat saya ketinggalan materi yang disampaikan oleh dosen. Hilang fokus disebabkan oleh gangguan sinyal internet dan juga adanya gangguan dari luar, seperti tiba-tiba ada tamu yang datang ke rumah saat pembelajaran online sedang berlangsung. (R9, 2021)"

"Lack of consentration while studying sometimes makes me miss the material delivered by the lecturer. Lose of focus is caused by interference with internet signals and also interference from outside, such as suddenly a guest comes to the house while online learning is taking place. (R9, 2021)"

From the results of the eighth question item, the most answers were agree (A) with a total of 33 respondents or with a presentation of 47.8% of students who felt low performance. The answers of strongly agree (SA) has a presentation of 8.7%, neutral (N) has a percentage of 13%, disagree (D) has a percentage of 21.7%. Meanwhile the answer

of strongly disagree (SD) has a percentage of 8.7% or 6 respondents. The table above showed that students who felt low performance and do not psrticipate in activities that can improve my English speaking skills in the new normal era. Supported by the interview session and the result, namely R59 said that:

"Kurang kinerja dan praktik merupakan salah satu penyebab masalah saya dalam pembelajaran speaking, karena faktor lingkungan yang membuat saya merasa kurang nyaman untuk berbicara bahasa inggris(R59, 2021)"

"Lack of performance and practice is one of the causes of my problems in learning English speaking, because enviromental factors that make me feel less comfortable speaking in English. (R59, 2021)"

2. Validity and reliability Test

a. Validity Test

Validity test is used to test whether the questionnaire made is valid or not. Validity test was conducted before distributing questionnaires to research respondents. In this research, the number of respondents (n) was 69 with an alpha of 0.05, so the r table was 0.237. A questionnaire is declared valid if $r_{count} > r_{table}$ and sig $\leq \alpha$ value . Test the validity of the two variables used in this research, namely students' problems (Y1) and causes of the students' problems (Y2). There are five indicators in the validity test for the first variable (Y1), namely vocabulary,

For test the validity of the first indicator (vocabulary) as follows:

Table 4.3 Validity Test of Y1 for First Indicator

Source: Primary Data Processed

Items of indicators	r count	r table	Sig	Evidence
1st item	0.336	0.237	0.005	Valid

The statement from the first indicator in the Y1 variable can be declared valid. As shown in the table above, because the statement item has $r_{count} > r_{table}$ and sig $\leq \alpha$ value. As a result, the first indicator of statement items in Y1 variable given to respondents require.

For test the validity of the second indicator (pronunciation) as follows:

Table 4.4 Validity Test of Y1 for Second Indicator

Source: Primary Data Processed

Items of indicators	r count	r table	Sig	Evidence
1st item	0.434	0.237	0.000	Valid
2nd item	0.656	0.237	0.000	Valid

The statement from the second indicator in the Y1 variable can be declared valid. As shown in the table above, because the statement item has $r_{count} > r_{table}$ and sig $\leq \alpha$ value. As a result, the second indicator of statement items in Y1 variable given to respondents require.

For test the validity of the third indicator (grammar) as follows:

Table 4.5 Validity Test of Y1 for Third Indicator

Source: Primary Data Processed

Items of indicators	r count	r table	Sig	Evidence
1st item	0.508	0.237	0.000	Valid

The statement from the third indicator in the Y1 variable can be declared valid. As shown in the table above, because the statement item has $r_{count} > r_{table}$ and sig $\leq \alpha$ value. As a result, the third indicator of statement items in Y1 variable given to respondents require.

For test the validity of the fourth indicator (fluency) as follows:

Table 4.6 Validity Test of Y1 for Fourth Indicator

Source: Primary Data Processed

Items of indicators	r count	r table	Sig	Evidence
1st item	0.387	0.237	0.001	Valid

The statement from the fourth indicator in the Y1 variable can be declared valid. As shown in the table above, because the statement item has $r_{count} > r_{table}$ and sig $\leq \alpha$ value. As a result, the fourth indicator of statement items in Y1 variable given to respondents require.

For test the validity of the fifth indicator (comprehention) as follows:

Table 4.7 Validity Test of Y1 for Fifth Indicator

Source: Primary Data Processed

Items of indicators	r count	r table	Sig	Evidence
1st item	0.591	0.237	0.000	Valid

The statement from the fourth indicator in the Y1 variable can be declared valid. As shown in the table above, because the statement item has $r_{count} > r_{table}$ and sig $\leq \alpha$ value. As a result, the fourth indicator of statement items in Y1 variable given to respondents require.

In addition, the validity for the second variable Y2 (the causes of students' problems) has five indicators, namely fear making mistakes, shyness, lack of confidence, lack of motivation, anxiety.

For test the validity of the first Indicator (fear making mistakes) as follows:

Table 4.8 Validity Test of Y2 for First Indicator

Source: Primary Data Processed

Items of indicators	r count	r table	Sig	Evidence
1st item	0.482	0.237	0.000	Valid

The statement from the first indicator in the Y2 variable can be declared valid. As shown in the table above, because the statement

item has $r_{count} > r_{table}$ and sig ≤ α value. As a result, the first indicator of statement items in Y2 variable given to respondents require.

For test the validity of the second indicator (shyness) as follows:

Table 4.9 Validity Test of Y2 for Second Indicator

Source: Primary Data Processed

Items of indicators	r count	r table	Sig	Evidence
1st item	0.628	0.237	0.000	Valid

The statement from the second indicator in the Y2 variable can be declared valid. As shown in the table above, because the statement item has $r_{count} > r_{table}$ and sig ≤ α value. As a result, the second indicator of statement items in Y2 variable given to respondents require.

For test the validity of the third indicator (lack of confidence) as follows:

Table 4.10 Validity Test of Y2 for Third Indicator

Source: Primary Data Processed

Item of indicators	r count	r table	Sig	Evidence
1st item	0.732	0.237	0.000	Valid

The statement from the third indicator in the Y2 variable can be declared valid. As shown in the table above, because the statement item has $r_{count} > r_{table}$ and sig ≤ α value. As a result, the third indicator of statement items in Y2 variable given to respondents require.

For test the validity of the fourth indicator (lack of motivation) as follows:

Table 4.11 Validity Test of Y2 for Fourth Indicator

Source: Primary Data Processed

Items of indicators	r count	r table	Sig	Evidence
1st item	0.564	0.237	0.000	Valid

The statement from the fourth indicator in the Y2 variable can be declared valid. As shown in the table above, because the statement item has $r_{count} > r_{table}$ and sig ≤ α value. As a result, the fourth indicator of statement items in Y2 variable given to respondents require.

For test the validity of the fifth indicator (anxiety) as follows:

Table 4.12 Validity Test of Y2 for Fifth Indicator

Source: Primary data processed

Items of indicators	r count	r table	Sig	Evidence
1st item	0.382	0.237	0.001	Valid

The statement from the fifth indicator in the Y2 variable can be declared valid. As shown in the table above, because the statement item has $r_{count} > r_{table}$ and sig ≤ α value. As a result, the fifth indicator of statement items in Y2 variable given to respondents require.

In addition, the validity test for the third variable X1 (new normal) has three indicators, namely lack of interaction, lack of consentration and low performance.

For test the validity of the first indicator (lack of interaction) as follows:

Table 4.13 Validity Test of X1 for First Indicator

Source: Primary Data Processed

Items of indicators	**r count**	**r table**	**Sig**	**Evidence**
1st item	0.467	0.237	0.000	Valid

The statement from the first indicator in the X1 variable can be declared valid. As shown in the table above, because the statement item has $r_{count} > r_{table}$ and sig ≤ α value. As a result, the first indicator of statement items in X1 variable given to respondents require.

For test the validity of the second indicator (lack of concentration) as follows:

Table 4.14 Validity Test of X1 for Second Indicator

Source: Primary Data Processed

Items of indicators	r count	r table	Sig	Evidence
1st item	0.413	0.237	0.000	Valid

The statement from the second indicator in the X1 variable can be declared valid. As shown in the table above, because the statement item has $r_{count} > r_{table}$ and sig $\leq \alpha$ value. As a result, the second indicator of statement items in X1 variable given to respondents require.

For test the validity of the third indicator (low performance) as follows:

Table 4.15 Validity Test of X1 for Third Indicator

Source: Primary Data Processed

Items of indicators	r count	r table	Sig	Evidence
1st item	0.706	0.237	0.000	Valid

The statement from the third indicator in the X1 variable can be declared valid. As shown in the table above, because the statement item has $r_{count} > r_{table}$ and sig $\leq \alpha$ value. As a result, the third indicator of statement items in X1 variable given to respondents require.

b. Reliability Test

Test reliability refers to the extent to which the test is consistent and stable in measuring what it wants to measure. Simply put, It measures the consistency, precision, repeatability, and trustworthiness of a study (Chakrabartty, 2013). In this study, reliability was tested using the Cronbach Alpha statistical test. A variable can be said to be reliable if the alpha value is > 0.60. The alpha level measurement was carried out using the SPSS version 26 program. The output of results as follows:

Table 4.16 Reliability Test

Source: Primary Data Processed

Cronbach's Alpha	Cronbach's Alpha Coefficient	Number of Question Items	Evidence
0.786	0.60	14	Reliable

Based on table above, it can be seen that the results of the Cronbach Alpha value of 0,786 with 14 items statement, the result is greater than the Cronbach Alpha of 0.60. It can be concluded that the measuring instrument in this research is reliable.

3. Hypothesis Test Results

a. Regression Partial Test (T-Test)

The t-statistic test is a test used to determine whether or not there is a partial effect between each independent variable on the dependent

variable tested at a significance level of 0.05. if the value of sig < 0.05 or $t_{hitung} > t_{table}$ then there is an effect of the independent variable on the dependent variable (Ha is accepted and Ho is rejected). Meanwhile, if the value of sig > from 0.05 or $t_{count} < t_{table}$, so there is no effect of the independent variable on the dependent variable (Ho is accepted and Ha is rejected).

Hypothesis Testing H1 and H2 with T test.

Table 4.17 the Result of T-test

Source: Data Processed with SPSS

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig
	B	Std. Error	Beta		
(Constant)	1, 875	1,242		1,510	136
Students' Problems (Y1)	,154	,067	,251	2,304	,024
Causes of Problems (Y2)	,273	,060	,491	4,514	,000

a. Dependent Variable: New Normal (X)

1) First Hypothesis Testing (H1)

Based on the table above, to determine the effect of the independent variable partially (individually) on the dependent variable, it can be concluded that learning in the new normal era affects students' problems in English speaking. It can be seen that the student's problem coefficient is 2.304. While the t_{table} with alpha 0.05 then the results of the t_{table} can be obtained by the formula ($t_{table} = t (\alpha/2 ; nk-1)$ where or the level of confidence is

0.05/2; n is the number of samples and k is the number of variables Y then t_{table} = t (0.025 ; 69-2-1 = t (0.025 ; 66 is 1.998. Thus, it can be concluded that $t_{count} > t_{table}$ (2.304>1.998) with a significant 0.024 < 0.05 which means there is a partial and significant effect to students' problems, so that Ha is accepted and Ho is rejected.

2) Second Hypothesis Testing (H2)

Based on the table above, to determine the effect of the independent variable partially (individually) on the dependent variable, it can be concluded that learning in the new normal era affects the causes of students' problems in English speaking. It can be seen that the student problem coefficient is 4.514. While the t table with alpha 0.05 then the results of the t_{table} can be obtained by the formula (t_{table} = t (α/2 ; nk-1) where or the level of confidence is 0.05/2; n is the number of samples and k is the number of variables Y then t table = t (0.025 ; 69-2-1 = t (0.025 ; 66 is 1.998. Thus it can be concluded that $t_{count} > t_{table}$ (4.514>1.998) with a significant 0.000 <0.05 which means there is a partial and significant effect to the causes of students' problems, so that Ha is accepted and Ho is rejected.

b. Simultaneous Regression Test (F-Test)

Table 4.18 the Result of F-test

Source: Data Processed with SPSS

ANOVA[a]

Model	Sum of Squares	Df	Mean Square	F	Sig
Regression	137,109	2	68,554	25,342	,000[b]
Residual	178,543	66	2,705		
Total	315,652	68			

a. Dependent Variabel: New Normal (X)
b. Predictors: (Constant), Causes of Problem (Y1), Problems (Y2)

Based on the output above, it is known that the calculated F value is 25.342. With a probability of 0.5%, obtained from the formula $F_{table} = F (k ; n- k) = F (2 ; 69- 2) = 3.13$. So the calculated F value > F_{table} (25.342>3.13) and with a significant level of 0.000 <0.05. Thus it can be concluded that the normal era variable (X) simultaneously has a significant influence on student problems and the causes of student problems, so Ha is accepted and Ho is rejected.

B. The Findings of the Qualitative Research

Qualitative methods are used aimed at proving (strengthening or disproving), deepening and expanding quantitative research data. The researcher also employed interviews to support the data. Based on the results of interviews with third semester students of the English study program at IAIN Bengkulu, it can be concluded that the new normal has an effect on students' problems in learning English speaking. As explained in the quantitative data results, students face various kinds of problems in learning English speaking in

the new normal era. The researcher found five main problems faced by students in learning English speaking in the new normal era, namely:

Table 4.19 the Result of Interview

Source: Data Processed with SPSS

No.	Conclusion of students' answer
1.	Students have lack of vocabulary in English words.
2.	Students have difficulty to pronounce well.
3.	Students cannot arrange sentences using good and correct grammar.
4.	Students have lack of fluency in speaking English.
5.	Students cannot comprehend what the speakers say.

This statement is supported by interviews with R22, R26, R27, R30 and R59. Thus this statement related to the interview as follows:

"Masalah dalam pembelajaran speaking yaitu saya tidak tahu bagaimana pengucapan yang benar jadi saya sering salah dalam melafalkan kata. Kemudian, masalah lainnya saya kurang bisa menyusun kalimat dengan grammar yang benar dan kosakata yang sedikit saya tahu. Ini terjadi mungkin karena kurang meempraktikkannya dalam kehidupan sehari-hari. (R22, 2021)"

"The problem in learning speaking is that I don't know how to pronounce it correctly so I often pronounce the words wrong. Then, another problem is that I can't compose sentences with correct grammar and little vocabulary that I know. This may be due to lack of practice in everyday life. (R22, 2021)"

"Tidak tahu struktur tata bahasa merupakan faktor utama masalah saya dalam pembelajaran speaking, karena saya sering salah dalam menyusunan kalimat. Tantangan lainya, seperti terkadang sinyal hilang saat zoom meeting dan juga kehabisan kuota internet. (R26, 2021)"

"Not know the grammatical structure is the main factor in my problems in learning speaking, because I often make mistakes in arranging sentences. Other challenges, such as sometimes the signal is lost during zoom meetings and also lack of quota internet. (R26, 2021)"

"Menurut saya, masalah-masalah dalam pembelajaran speaking, yaitu: pertama kurangnya kosakata yang kami ketahui, sehingga membuat kami bingung dan kurang mengerti beberapa kata yang orang lain ucapan. Saat pembelajaran online, kadang saya juga merasa kurang bersemangat dan tidak menghafal kosakata baru. Kedua keliruan grammatical dalam menyusun sebuah kalimat saat berbicara. Ketiga pengucapan yang buruk, yang membuat lawan bicara akan kebingungan dan kurang mengerti apa yang speaker ucapkan. (R27, 2021)"

"In my opinion, the problems in learning speaking are: first, the lack of vocabulary that we know, so that it makes us confused and does not understand some words that other people say. When learning online, sometimes I also feel less enthusiastic and do not memorize new vocabulary. Both grammatical errors in composing a sentence when speaking. The third is bad pronunciation, which makes the other person confused and doesn't understand what the speaker is saying. (R27, 2021)"

"Menurut saya, masalah atau tantangan dalam speaking adalah kurangnya kosakata dan pendengaran yang baik saat pembelajaran online berlangsung, yang mana sering terkendala oleh sinyal, sehingga terkadang sulit untuk memahami materi pembelajaran yang disampaikan dosen. Ditambah lagi, pembelajaran di era new normal ini jam pelajarannya terbatas sehingga penjelasan materinya sedikit (R30, 2021)"

"In my opinion, the problems or challenge in speaking is the lack of vocabulary and good listening when online learning takes place, which are often constrained by signals, so that sometimes it is difficult to comprehend the learning material delivered by the lecturer. In addition, learning in this new normal era has limited learning hours, so there is little explanation of the material (R30, 2021)"

"Saya sering salah dalam membuat atau menyusun kalimat karena tidak mengerti tata bahasa yang baik dan benar. Saya juga tidak banyak mengetahui tenses dalam bahasa inggris. Masalah lainnya yaitu pronounciaton yang tidak jelas saat berbicara. Adapun di era new normal ini, saya merasa kurangnya mempelajarinya membuat kemampuan saya dalam berbicara bahasa inggris lemah.(R59, 2021)"

"I often make mistakes in making or arranging sentences, because I do not comprehend good and correct grammar. I also do not know much about tenses in English. Another problem is the pronunciation that is not clear when speaking. As for in this new normal era, I feel that my lack of learning makes my ability to speak English weak. (R59, 2021)"

In addition, the new normal also affects the causes of students' problems in learning English speaking. As explained in the quantitative data results, students face various causes of their problems in learning speaking. The researcher found six main factors causing problems faced by students in learning English speaking in the new normal era, namely:

Table 4.20 the result of interview

Source: Data processed with SPSS

No.	Conclusion of students' answer
1.	Fear making mistakes
2.	Lack of confident
3.	Lack of motivation
4.	Anxiety
5.	Interaction
6.	Low performance

This statement is supported by interviews with R9, R22, R26, R27, R30 and R59. Thus this statement related to the interview as follows:

"menurut saya, bahwa kurangnya kinerja saya dalam pembelajaran speaking di era new normal ini karena kurangnya praktek yg melibatkan percakapan langsung dengan guru maupun dengan teman sebaya. (R9, 2021)"

"In my opinion, my lack of performance in learning speaking in this new normal era is due to a lack of practice that involves direct conversation with the teacher or with peers. (R9, 2021)"

"Takut jika di tertawakan oleh teman dan di marahi oleh dosen jika terjadi kesalahan, jadi kadang saya nervous tidak tahu bagaimana akan menyampaikan kata yang ada di kepala saya. (R22, 2021)"

“I'm afraid that my friends will laugh at me and be scolded by the lecturer if something goes wrong, so sometimes I'm nervous that I don't know how to convey the words that are in my head. (R22, 2021)”

“Jika berinteraksi melalui via online saya suka berkomunikasi dengan bahasa inggris, misalnya chatingan di wa, karena saya bisa menerjemahankan terlebih dahulu di google translate kemudian baru saya kirim kepada teman saya. Tapi tidak jika secara langsung, karena saya kurang bisa melafalkan kata dengan benar. (R26, 2021)”

“When interact via online, I like to communicate in English, for example chatting on WhatsApp, because I can translate it first on Google Translate and then I send it to my friends. But not if directly, because I can not pronounce the word correctly. (R26, 2021)"

“Saya merasa cemas setiap kali akan presentasi atau ada tugas yang diberikan oleh dosen, karena harus hati-hati, takut jika salah nanti dosennya akan marah atau dapat nilai yang kecil. (R27, 2021)”

“I feel anxious every time I make a presentation or there is an assignment given by the lecturer, because I have to be careful, afraid that if I make a mistake, the lecturer will be angry or get a small score. (R27, 2021)”

“*Saya tidak percaya diri saat dosen memberikan tugas membuat video berbicara bahasa inggris di depan kamera, karena saya minder jika salah dan diejek. (R30, 2021)”*

“I feel lack of confident when the lecturer gave me the task of making a video speaking English in front of the camera, because I felt insecure if I was wrong and ridiculed. (R30, 2021)”

“Pembelajaran english speaking di era new normal ini, saya merasa sedikit membosankan. Lebih sering belajar online daripada tatap muka, jadi saya sering malas untuk belajar untuk meningkatkan kemampuan speaking saya. (R59, 2021)”

“Learning English speaking in this new normal era, I feel a lil bit boring. Learning online more often than face-to-face, so I am often lazy to learn to improve my speaking skills. (R59, 2021)”

C. Discussion

This study aims to find out what are the problems and causes of students' problems in learning English speaking in the new normal era.

1. **Problems faced by students in learning English speaking in the new normal era.**

   Questionnaires that have been distributed to researcher, obtained quantitatively as primary data and interviews as supporting qualitative data, clarify the in-depth findings for the primary. Therefore, quantitative and qualitative data can unlock students' problems, namely:

   a. Vocabulary, in the first question, it can be concluded that students have lack of vocabulary, they are confused and do not know what to say so they cannot speak well. This statement is also supported by the results of quantitative and qualitative data as follows:

      Most of the answers were strongly agree (SA) which amounted to 37 respondents with a presentation of 53.6%. Furthermore, the answer agree (A) has 7 respondents with a presentation of 10.1%. Neutral (N) has 9 respondents with a presentation of 13%. Disagree (D) has 12 with a presentation of 17.4% and strongly disagree (SD) has 4 respondents with a presentation of 5.8%. So, the results of the data can be concluded that the respondents strongly agree that lack of vocabulary because lack of interest in learning is one of their problems in learning speaking in the new normal era. This answer is also supported by an interview with R27 as follows:

"Menurut saya, masalah dalam pembelajaran speaking, yaitu kurangnya kosakata yang kami ketahui, sehingga membuat kami bingung dan kurang mengerti beberapa kata yang orang lain ucapan. Saat pembelajaran online, kadang saya juga merasa kurang bersemangat dan tidak menghafal kosakata baru. (R27, 2021)

"Problems in learning speaking, namely the lack of vocabulary that we know, so that it makes us confused and does not understand some words that other people say. When online learning, sometimes I felt less enthusiastic and don't memorize new vocabulary. (R27, 2021)"

b. Pronunciation, in the third statement, it can be concluded that students have lack of pronunciation, they often speak with the wrong word. This statement is also supported by the results of quantitative and qualitative data as follows:

Most of the answers were agree (A) which amounted to 34 respondents with a presentation of 49.3%. Furthermore, the answer strongly agree (SA) has 5 respondents with a presentation of 7.2%. Neutral (N) has 19 respondents with a presentation of 27.5%. Disagree (D) has 10 with a presentation of 14.5% and strongly disagree (SD) has 1 respondent with a presentation of 1.4%. So, the results of the data can be concluded that respondents agree that lack of pronunciation is one of their problems in learning speaking in the new normal era, due to lack of practice or lack of practice. This answer is also supported by an interview with R22 as follows:

"*Masalah saya dalam pembelajaran speaking yaitu saya tidak tahu bagaimana pengucapan yang benar jadi saya sering salah dalam melafalkan kata. Ini terjadi mungkin karena kurang meempraktikkannya dalam kehidupan sehari-hari. (R22, 2021)"*

"My problems in learning speaking is that I don't know how to pronounce it correctly so I often pronounce the words wrong. This happened maybe because do not practice it in everyday. (R22, 2021)"

c. Poor grammar, in the fourth statement, it can be concluded that students have poor grammar, they do not know make sentences with good grammar. This statement is also supported by the results of quantitative and qualitative data as follows:

Most of the answers were agree (A) which amounted to 25 respondents or with a presentation of 36,2%. Furthermore, the answer strongly agree (SA) has 9 respondents with a presentation of 13%. Neutral (N) has 19 respondents with a presentation of 27.5%. Disagree (D) has 14 with a presentation of 20,3% and strongly disagree (SD) has 2 respondent with a presentation of 2,9%. So, the results of the data can be concluded that respondents agree that poor grammar is one of their problems in learning speaking in the new normal era. This answer is also supported by an interview with R59 as follows:

"Saya sering salah dalam membuat atau menyusun kalimat karena tidak mengerti tata bahasa yang baik dan benar. Saya juga tidak banyak mengetahui tenses dalam bahasa inggris. Adapun di era new normal ini, saya merasa kurangnya mempelajarinya membuat kemampuan saya dalam berbicara bahasa inggris lemah. (R59, 2021)"

"I often make mistakes in making or compiling sentences because I don't comprehend good and correct grammar. I also don't know much about tenses in English. As for in this new normal era, I feel that my lack of learning makes my ability to speak English weak. (R59, 2021)"

d. Flency, in the fourth statement, it can be concluded that students have problems in speaking fluency, they do not know how speak well. This statement is also supported by the results of quantitative and qualitative data as follows:

   Most of the answers were agree (A) which amounted to 36 respondents or with a presentation of 52,2%. Furthermore, the answer strongly agree (SA) has 7 respondents with a presentation of 10,1%. Neutral (N) has 21 respondents with a presentation of 52,2%. Disagree (D) has 4 with a presentation of 5,8% and strongly disagree (SD) has 1 respondent with a presentation of 1,4%. So, the results of the data can be concluded that respondents agree that lack of fluency is one of their problems in learning speaking in the new normal era. This answer is also supported by an interview with R9 as follows:

   "Dalam pembelajaran di masa new normal, kejelasan atau kelancaran ini cukup sulit menurut saya, karena jika kita berbicara tidak jelas maka pendengar atau lawan bicara kita tidak tahu apa yang kita bicarakan. Saat pembelajaran tatap muka saya gugup karena diamati oleh dosen secara langsung. Sedangkan saat pembelajaran online, misalnya ketika ada tugas membuat video, saya bisa merekam beberapa kali untuk hasil yang baik. (R9, 2021)"

   "In my opinion, in learning in the new normal era, fluency and clarity are quite difficult, if we speak unclearly then our listeners or interlocutors do not know what we are talking about. During face-to-face learning, I was observed by the lecturer directly. Meanwhile, during online learning, for example when I have a video task, I can record several times for good results. (R9, 2021)"

e. Comprehension, in the sixth statement, it can be concluded that students have lack of comprehension, they do not comprehend the

material. This statement is also supported by the results of quantitative and qualitative data as follows:

Most of the answers were agree (A) which amounted to 31 respondents or with a presentation of 44,9%. Furthermore, the answer strongly agree (SA) has 4 respondents with a presentation of 5,8%. Neutral (N) has 23 respondents with a presentation of 33,3%. Disagree (D) has 10 with a presentation of 14,5% and strongly disagree (SD) has 1 respondent with a presentation of 1,4%. So, the results of the data can be concluded that respondents agree that not comprehension is one of their problems in learning speaking in the new normal era. This answer is also supported by an interview with R30 as follows:

> *"Saat pembelajaran online berlangsung, yang mana sering terkendala oleh sinyal, sehingga terkadang sulit untuk memahami materi pembelajaran yang disampaikan dosen. Ditambah lagi, pembelajaran di era new normal ini jam pelajarannya terbatas sehingga penjelasan materinya sedikit. (R30, 2021)"*
>
> "When online learning takes place, which is often constrained by signals, so sometimes it is difficult to understand the learning material delivered by the lecturer. In addition, learning in this new normal era has limited learning hours, so there is little explanation of the material (R30, 2021)"

2. Causes of Problems Faced by Students in Learning English Speaking in the New Normal Era.

Questionnaires that have been distributed to researcher, obtained quantitatively as primary data and interviews as supporting qualitative data, clarify the in-depth findings for the primary. Therefore, quantitative and qualitative data can unlock the causes of student's problems, namely:

a. Fear making mistakes, in the seventh statement, it can be concluded that cause of problems is students fear making mistakes, they fear that being laughed at by their friends and be scolded by the lecturer or get low grades. This statement is also supported by the results of quantitative and qualitative data as follows:

   Most of the answers were strongly agree (A) which amounted to 26 respondents with a presentation of 37,7%. Furthermore, the answer agree (SA) has 9 respondents with a presentation of 13%. Neutral (N) has 15 respondents with a presentation of 21,7%. Disagree (D) has 11 with a presentation of 15,9% and strongly disagree (SD) has 8 respondents with a presentation of 11,6%. So, the results of the data can be concluded that the respondents strongly agree that lack of vocabulary because lack of interest in learning is one of their problems in learning speaking in the new normal era. This answer is also supported by an interview with R22 as follows:

   "Takut jika di tertawakan oleh teman dan di marahi oleh dosen atau dapat nilai rendah jika terjadi kesalahan dalam pembelajaran english speaking di masa sekarang, jadi kadang saya nervous tidak tahu bagaimana akan menyampaikan kata yang ada di kepala saya. (R22, 2021)"

   "I am afraid that my friends will laugh at me and be scolded by the lecturer or get low grades if an mistake occurs in learning English speaking, so sometimes I'm nervous, I don't know how to convey the words that are in my head. (R22, 2021)"

b. Lack of confident, in the ninth statement, it can be concluded that cause of problems is students lack of confident, because they insecure.

This statement is also supported by the results of quantitative and qualitative data as follows:

Most of the answers were strongly agree (A) which amounted to 29 respondents with a presentation of 42%. Furthermore, the answer agree (SA) has 9respondents with a presentation of 13%. Neutral (N) has 11 respondents with a presentation of 15,9%. Disagree (D) has 13 with a presentation of 18,8 % and strongly disagree (SD) has 7 respondents with a presentation of 10,1%. So, the results of the data can be concluded that the respondents strongly agree that lack of vocabulary because lack of interest in learning is one of their problems in learning speaking in the new normal era. This answer is also supported by an interview with R30 as follows:

"Saya merasa tidak percaya diri dalam speaking ini karena saya insecure. Misalnya, saat dosen memberikan tugas membuat video berbicara bahasa inggris, saya tidak puas dengan hasilnya diri saya sendiri. (R30, 2021)"

"I feel lack of confident in speaking because I am insecure. For example, when a lecturer gave an assignment to make a video speaking English, I was not satisfied with the result myself. (R30, 2021)"

c. Lack of motivation, in the tenth statement, it can be concluded that cause of problems is students lack of motivation, because they feel quite boring in online learning. This statement is also supported by the results of quantitative and qualitative data as follows:

Most of the answers were strongly agree (A) which amounted to 25 respondents with a presentation of 36,2%. Furthermore, the answer agree (SA) has 7 respondents with a presentation of 10.1%. Neutral

(N) has 7 respondents with a presentation of 10,1%. Disagree (D) has 22 with a presentation of 31,9% and strongly disagree (SD) has 8 respondents with a presentation of 11,6%. So, the results of the data can be concluded that the respondents strongly agree that lack of vocabulary because lack of interest in learning is one of their problems in learning speaking in the new normal era. This answer is also supported by an interview with R22 as follows:*"*

"Pembelajaran speaking di era new normal ini kurang efektif, kita dituntut untuk menyesuaikan diri saat pembelajaran online yang terkadang cukup membosankan dan saat pembelajaran offlinepun interaksi dengan teman-teman maupun dosen sangatlah sedikit. Sehingga terkadang saya merasa kehilangan motivasi dalam hal ini. (R22, 2021)"

"In my opinion, learning speaking in the new normal era is less effective, because we are required to adjust to online learning which is sometimes quite boring. During face to face learning there are very few interactions with friends and lecturers. So sometimes, I felt lack of motivated in learning English speaking. (R22, 2021)"

d. Anxiety, in the eleventh statement, it can be concluded that cause of problems is students have anxiety, because of many assignment and internet connection. This statement is also supported by the results of quantitative and qualitative data as follows:

Most of the answers were strongly agree (SA) which amounted to 36 respondents with a presentation of 52,2%. Furthermore, the answer agree (A) has 11 respondents with a presentation of 17,4%. Neutral (N) has 12 respondents with a presentation of 15,9%. Disagree (D) has 4 with a presentation of 5,8% and strongly disagree (SD) has 6 respondents with a presentation of 8,7%. So, the results of the data can

be concluded that the respondents strongly agree that lack of vocabulary because lack of interest in learning is one of their problems in learning speaking in the new normal era. This answer is also supported by an interview with R27 as follows:

"Saya merasa cemas saat mendapatkan tugas yang banyak dan waktu yang diberikan dosen untuk mengerjakannya sangat terbatas. Koneksi internet yang tiba-tiba hilang saat pembelajaran berlangsung juga menjadi alasan mengapa saya merasa cemas. (R27, 2021)"

"I feel anxious when I get a lot of assignments and the time given by the lecturer to do it is very limited. The internet connection that suddenly lost during the lesson was also the reason why I felt anxious. (R27, 2021)"

e. Lack of Interaction, in the twelfh statement, it can be concluded that cause of problems is students lack of interaction, because when online learning is often hampered by internet connections, qouta and etc. As for face to face learning times are cut off and very limited. This statement is also supported by the results of quantitative and qualitative data as follows:

Most of the answers were strongly agree (A) which amounted to 30 respondents with a presentation of 43,5%. Furthermore, the answer agree (SA) has 14 respondents with a presentation of 20,3%. Neutral (N) has 16 respondents with a presentation of 23,2%. Disagree (D) has 9 with a presentation of 13% and strongly disagree (SD) has 0 respondents with a presentation of 0 %. So, the results of the data can be concluded that the respondents strongly agree that lack of vocabulary because lack of interest in learning is one of their problems

in learning speaking in the new normal era. This answer is also supported by an interview with R30 as follows:

"Saat pembelajaran English speaking, kami tidak banyak berinteraksi satu sama lain. Ketika pembelajaran online, sering terhambat oleh koneksi internet, kuota and etc. Adapun ketika pembelajaran tatap muka, yang bersistem dua sesi, jadi jam pembelajaran terpotong dan sangat terbatas. (R30, 2021)"

"During learning English speaking, we do not interact much with each other. For example, when online learning is often hampered by internet connections, qouta and etc. As for face to face learning, which has a two session system, the learning times are cut off and very limited. (R30, 2021)"

f. Low performance, in the last statement, it can be concluded that cause of problems is students low performance, because they not practice. This statement is also supported by the results of quantitative and qualitative data as follows:

Most of the answers were strongly agree (A) which amounted to 33 respondents with a presentation of 47,8%. Furthermore, the answer agree (SA) has 6 respondents with a presentation of 8,7%. Neutral (N) has 9 respondents with a presentation of 13%. Disagree (D) has 15 with a presentation of 21,7% and strongly disagree (SD) has 6 respondents with a presentation of 8,7%. So, the results of the data can be concluded that the respondents strongly agree that lack of vocabulary because lack of interest in learning is one of their problems in learning speaking in the new normal era. This answer is also supported by an interview with R59 as follows:

"Kurang kinerja dan praktik merupakan salah satu penyebab masalah saya dalam pembelajaran speaking, karena faktor lingkungan yang

membuat saya merasa kurang nyaman untuk berbicara bahasa inggris(R59, 2021)"

"Lack of performance and practice is one of the causes of my problems in learning English speaking, because enviromental factors that make me feel less comfortable speaking in English. (R59, 2021)"

3. Is there any significant effect of the new normal era on students' problems in learning speaking and the causes of these problems?

Questionnaires that have been distributed to researcher, obtained quantitatively as primary data and interviews as supporting qualitative data, clarify the in-depth findings for the primary. Therefore, quantitative and qualitative data can unlock any significant effect of the new normal era on students' problems and the causes of these problems, namely:

a. Regression Partial Test (T-Test)

Hypothesis Testing H1 and H2 with T test.

Learning in the new normal era affects students' problems in English speaking. Thus, it can be concluded that $t_{count} > t_{table}$ (2.304>1.998) with a significant 0.024 < 0.05 which means there is a partial and significant effect to students' problems, so that Ha is accepted and Ho is rejected. Furthermore, learning in the new normal era affect causes of the problems in English speaking. Thus it can be concluded that $t_{count} > t_{table}$ (4.514>1.998) with a significant 0.000 <0.05 which means there is a partial and significant effect to the causes of students' problems, so that Ha is accepted and Ho is rejected.

b. Simultaneous Regression Test (F-Test)

Learning in the new normal era affects students' problems and causes of these problems in English speaking. It can be concluded that the normal era variable (X) simultaneously has a significant influence on student problems and the causes of student problems, so Ha is accepted and Ho is rejected.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion already conducted by the researcher at IAIN Bengkulu, it can be concluded that the answer to the first problem formulation is that the students' problems in learning English speaking in the new normal era are lack of vocabulary, lack of pronunciation, poor grammar, fluency when speaking and their lack of comprehension.

In addition, the answer to the second problem formulation, that the possible causes for the students' challenges issue are fear making mistakes, lack of confidence, lack of motivation, anxiety, lack of interaction and low performance. The last research problem, the results showed that the new normal era affects students' problems and the causes of these problems in learning speaking.

B. Suggestion

Considering the result of the research, the researcher would like to some suggestions, as follow:

1. For the Lecturer

   The first one, lecturer must pay more attention to the application of all procedures in the teaching and learning process to speak English in the new normal era. Second, lecturer must explain the material clearly and

patiently during the teaching and learning process, because during online learning students often experience internet access problems that make them miss the material and lose focus. Last, lecturer can also provide regular opportunities to give a lot of new vocabulary, practice correct pronunciation and clarity of speech freely in overcoming their shortcomings in speaking skills. By doing this, students will experience a greater sense of ability to speak English.

2. For the Student

   The first one, students have to increase or momorize the vocabulary and practice pronunciation, by reading books or articles often, listening to music and watching English popcasts or films. Second, students also have to often practice their English speaking skills, it would help even make them feel comfortable and increase their confidence. Last, students must study hard, take an English course and also take part in off-campus activities that can improve their speaking skills.

3. For the Further Researcher

   To examine about students' problems and causes of the problems in learning English speaking in the new normal era, it is advisable to examine new normal as a whole and which are not included in this research.

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Appendix A

Questionnaires

Directions: the researcher gave fourteen statements about how you feel in learning speaking in the new normal era. The researcher interested with your opinion, do not wprry about a similar statement with the others, all you need to do is rate the extent to which the statement describes you. Please fill in using the following scale:

4. **SD** : Strongly Disagree
5. **D** : Disagree
6. **N** : Neutral
7. **A** : Agree
8. **SA** : Strongly Agree

Specification of the Questionnaires

Aspect	Statement	No Item	Total Item
Students' Challanges in learning speaking in the new normal era.	5. I do not mastery of vocabulary in learning English speaking in the new normal era. 6. I do not know how pronounced well when speaking English in learning Speaking in the new normal era. 7. I difficult to distinguished words that have the similar pronunce in learning English speaking in the new normal era. 8. I cannot form and arrange correct the sentences using good and correct grammar in learning English Speaking in the new normal era. 9. I cannot speak like a native speaker, because I cannot imitate clearly, accuracy, intonation, pitch and stress	1 2 3 4 5	6

	when speaking English in learning speaking in the new normal era. 10. I don't comprehend what the speaker is saying, causing misunderstandings in learning English speaking in the new normal era.	6	

The Possible Causes of Students' Challanges in learning Speaking in the new normal era.	7. I am fear of making mistakes when speaking English in learning Speaking in the new normal era. 8. I feel shy when I speak in learning speaking in the new normal era. 9. I feel lack of confident in learning English Speaking in the new normal era. 10. I feel leack of motivated in learning English Speaking in the new normal era. 11. I feel anxious in learning English Speaking in the new normal era. 12. I lack of interaction with each other with my classmatess in learning English Speaking in the new normal era. 13. I feel lack of concentration in learning English speaking in the new normal era. 14. I feel that my performance is low in speaking English in the new normal era.	1 2 3 4 5 6 7 8	8

Result of Test

No. Res	Score to no item:														Total Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1	5	4	3	4	4	4	3	3	4	4	5	4	3	4	54
2	2	4	2	2	4	4	1	1	1	4	5	5	3	2	40
3	5	3	4	3	3	3	3	5	2	3	4	5	3	3	49
4	4	3	4	3	3	3	5	4	3	3	4	3	2	3	47
5	5	2	2	4	2	2	2	2	2	2	2	4	1	2	34
6	5	2	2	4	4	2	2	2	2	2	5	3	3	2	40
7	5	4	1	4	4	4	2	2	2	2	1	2	1	1	35
8	5	3	3	3	4	3	1	3	2	2	5	3	3	4	44
9	2	2	1	1	1	1	1	2	2	2	1	2	1	1	20
10	5	4	3	4	4	4	4	5	5	5	3	4	1	5	56
11	5	2	3	3	4	2	3	4	4	4	3	4	2	4	47
12	5	3	3	1	4	3	3	3	4	2	5	4	3	4	47
13	5	4	3	4	4	4	3	3	3	4	5	3	4	4	53
14	3	3	4	3	3	3	5	3	4	2	5	4	3	4	49
15	5	3	4	5	3	3	3	1	2	5	3	5	5	5	52
16	5	4	3	2	4	4	5	3	4	4	5	4	3	4	54
17	5	4	4	2	4	4	3	4	3	2	4	3	2	3	47
18	2	3	3	2	4	3	5	4	2	2	5	3	2	2	42
19	5	4	1	4	4	4	3	3	1	1	1	4	3	1	39
20	5	4	4	4	4	4	5	4	3	3	5	4	3	3	55

21	4	4	5	3	4	4	5	5	3	1	3	5	2	5	53
22	5	3	2	2	4	3	1	1	1	1	1	2	1	2	29
23	3	5	3	5	3	5	4	5	4	2	4	3	3	4	53
24	2	4	4	4	4	3	3	2	4	2	5	2	2	4	45
25	5	4	3	3	4	2	2	2	4	2	4	4	2	4	45
26	5	1	2	2	2	2	3	1	2	1	5	3	1	1	31
27	3	3	4	5	3	4	5	5	5	3	4	5	5	4	58
28	3	4	5	4	4	3	1	1	1	4	5	2	1	5	43
29	5	2	4	4	2	4	3	4	3	4	5	4	3	4	51
30	3	5	5	5	5	5	4	5	5	5	5	5	2	5	64
31	3	3	4	3	5	3	4	5	4	4	3	3	3	4	51
32	2	4	3	2	3	3	2	2	4	2	2	4	3	2	38
33	3	5	5	5	5	5	4	5	5	2	3	5	2	5	59
34	5	3	2	2	3	4	2	3	4	3	5	2	4	2	44
35	5	4	2	2	4	4	3	3	3	3	5	2	4	2	46
36	1	2	3	2	4	2	3	3	4	4	5	4	3	4	44
37	2	3	2	3	4	4	1	2	1	4	4	5	1	4	40
38	4	3	5	3	3	3	4	5	5	5	1	5	1	3	50
39	5	4	3	4	4	4	2	3	4	4	5	4	3	4	53
40	5	4	3	4	4	4	3	3	4	4	5	4	3	4	54
41	2	2	4	2	3	4	5	4	2	2	4	2	2	3	41
42	2	4	2	4	4	2	1	2	4	4	5	3	4	2	43

43	2	5	3	3	5	3	5	3	3	4	3	3	4	4	50
44	2	4	5	5	3	4	4	4	5	3	4	3	2	4	52
45	2	4	2	2	3	3	3	3	1	2	1	2	1	2	31
46	5	2	4	3	4	2	5	3	4	2	5	5	2	4	50
47	5	4	3	3	4	3	5	3	4	4	5	4	4	2	53
48	5	4	3	4	4	4	3	3	4	4	5	4	2	4	53
49	4	3	4	4	3	5	3	4	4	4	5	3	5	2	53
50	1	5	3	4	5	3	2	2	2	1	2	4	2	1	37
51	5	3	5	3	3	4	5	3	4	2	2	4	2	4	49
52	5	2	4	3	4	2	5	3	3	4	5	4	3	4	51
53	1	3	4	4	3	3	5	2	2	2	5	4	2	3	43
54	3	4	3	5	3	3	3	3	5	5	3	3	5	4	52
55	5	4	3	4	4	4	2	2	4	2	5	4	3	2	48
56	4	4	4	2	4	3	5	4	3	1	4	4	3	2	47
57	5	4	3	4	4	4	3	3	4	4	5	4	3	4	54
58	4	4	4	3	5	3	4	5	4	4	3	5	2	3	53
59	5	4	5	5	3	4	4	5	5	5	3	3	3	3	57
60	5	4	3	4	4	4	3	3	4	4	5	4	3	4	54
61	3	3	2	5	5	3	3	4	4	4	3	5	3	2	49
62	4	4	4	3	4	3	2	3	2	1	5	3	4	4	46
63	5	4	4	4	4	4	2	3	4	4	5	4	1	4	52
64	5	4	3	4	4	4	3	3	4	4	5	4	3	4	54

65	2	3	3	4	3	4	3	3	4	2	5	4	3	4	47
66	5	4	5	2	3	4	3	3	5	2	5	5	5	4	55
67	5	3	3	3	3	4	3	3	3	5	4	5	3	4	51
68	1	2	1	3	2	2	3	1	1	1	5	4	3	1	30
69	5	4	4	4	3	4	3	3	4	4	3	4	3	4	52

Result of Data Test

No Item Stat	SA		A		N		D		SD	
	Σ	%	Σ	%	Σ	%	Σ	%	Σ	%
1.	37	53,6%	7	10,1%	9	13%	12	17,4%	4	5,8%
2.	5	7,2%	34	49,3%	19	27,5%	10	14,5%	1	1,4%
3.	9	13%	20	29%	25	36,2%	11	15,9%	4	5,8%
4.	9	13%	25	36,2%	19	27,5%	14	20, 3%	2	2,9%
5.	7	10,1%	36	52,2%	21	30,4%	4	5,8%	1	1,4%
6.	4	5,8%	31	44,9%	23	33,3%	10	14,5%	1	1,4%
7.	9	13%	26	37,7%	15	21,7%	11	15,9%	8	11,6%
8.	11	5,9%	11	15,9%	29	42%	12	17,4%	6	8,7%
9.	9	13%	29	42%	11	15,9%	13	18,8%	7	10,1%
10.	7	10,1%	25	36,2%	7	10,1%	22	31,9%	8	11,6%
11.	36	52,2%	11	17,4%	12	15,9%	4	5,8%	6	8,7%
12.	14	20,3%	30	43,5%	16	23,2%	9	13%	0	0
13.	5	7,2%	7	10,1%	29	42%	17	24,6%	11	15,9%
14.	6	8,7%	33	47,8%	9	13%	15	21,7%	6	8,7%

Appendix B

Result of Validity Test

No item	Rcount	Rtable	Sig	Evidence
1	0.336	0.237	0.005	Valid
2	0.434	0.237	0.000	Valid
3	0.656	0.237	0.000	Valid
4	0.508	0.237	0.000	Valid
5	0.387	0.237	0.001	Valid
6	0.591	0.237	0.000	Valid
7	0.482	0.237	0.000	Valid
8	0.628	0.237	0.000	Valid
9	0.732	0.237	0.000	Valid
10	0.564	0.237	0.000	Valid
11	0.382	0.237	0.001	Valid
12	0.467	0.237	0.000	Valid
13	0.413	0.237	0.000	Valid
14	0.706	0.237	0.000	Valid

Result of Reliability Test

Cronbach's Alpha	Cronbach's Alpha Coefficient	Number of Question Items	Evidence
0.786	0.60	14	Reliable

Result of T-Test and F-Test

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
(Constant)	1, 875	1,242		1,510	136
Students' Problems (Y1)	,154	,067	,251	2,304	,024
Causes of Problems (Y2)	,273	,060	,491	4,514	,000

ANOVA[a]

Model	Sum of Squares	Df	Mean Square	F	Sig
Regression	137,109	2	68,554	25,342	,000[b]
Residual	178,543	66	2,705		
Total	315,652	68			

Appendix C

Interview Guidline

To support the questionnaire data, the researcher also conducted interviews. This interview will provide readers with information to find out opinions about problems and possible causes of student problems in learning speaking in the new normal era.

No.	Question of Interview	Total Item
1.	What do you think about learning English speaking in the new normal era?	11
2.	What are the challenges of students in learning English speaking in the new normal era?	
3.	Why do you feel fear making mistakes in learning English speaking in the new normal era?	
4.	Why do you feel shy in learning English speaking in the new normal era?	
5.	Why do you feel lack of confidence in learning English speaking in the new normal era?	
6.	Why do you feel lack of motivation in learning English speaking in the new normal era?	
7.	Why do you feel anxious in learning English speaking in the	

	new normal era?	
8.	How do you interact with each other among classmates and lecturer in learning English speaking in the new normal era?	
9.	How do you lose consentration while learning English speaking in the normal era?	
10.	Why do you feel your performance is low in learning English speaking in the new normal era?	
11.	How do you try to solve the problems in learning English speaking in the new normal era?	

Transcript of Students' Interview

Name Code : R9

Gender : Female

Class : B

4. Assalamualaikum warahmatullahi wabarakatuh in advance, thank you for your time, the first question what do you think about learning English speaking in the new normal era?

   Answer: In my opinion, learning to speak in the new normal era is difficult to live. Everything depends on the internet network, quota and focus when learning online.

5. What are the challenges of students in learning English speaking in the new normal era?

   Answer: In learning in the new normal, grammar and clarity or fluency are quite difficult in my opinion, because if we speak incoherently, our listeners or interlocutors will not know what we are talking about. During face-to-face learning, I lacked confidence because I was directly observed by the lecturer. It's different when learning online, for example when I have a task to make a video, I can record several times for good results.

6. Why do you feel fear making mistakes in learning English speaking in the new normal era?

Answer: because fear if there are wrong words in speaking English and afraid of making the other person not understand what is being said.

7. Why do you feel shy in learning English speaking in the new normal era?

   Answer: I feel shy when I speak English, because if I make a mistake during a presentation or answer a lecturer's question by speaking English, my friends will laugh at me.

8. Why do you feel lack of confidence in learning English speaking in the new normal era?

   Answer: Because I was nervous and felt I was not good enough compared to other people.

9. Why do you feel lack of motivation in learning English speaking in the new normal era?

   Answer: Sometimes I feel demotivated and hopeless, because my ability in learning English speaking is still lacking.

10. Why do you feel anxious in learning English speaking in the new normal era?

    Answer: I felt anxious every time I make a presentation or there is an assignment given by the lecturer, because I have to be careful, afraid that if I make a mistake, and get a low score.

11. How do you interact with each other among classmates and lecturer in learning English speaking in the new normal era?

    Answer: We interact via online and also meet in person on campus, only we have to follow health protocols.

12. How do you lose consentration while learning English speaking in the normal era?

    Answer: Losing concentration when learning sometimes makes me miss the material delivered by the lecturer. Loss of focus is caused by interference with internet signals and also interference from outside, such as suddenly a guest comes to the house while online learning is taking place.

13. Why do you feel your performance is low in learning English speaking in the new normal era?

    Answer: In my opinion, my lack of performance in learning speaking in this new normal era is due to a lack of practice that involves direct conversation with the teacher or with peers.

14. How do you try to solve the problems in learning English speaking in the new normal era?

    Answer: Often practice speaking in English and read a lot, so that have a lot of vocabulary and are fluent when speaking in English.

Transcript of Students' Interview

Name Code : R22

Gender : Female

Class : A

G. Assalamualaikum warahmatullahi wabarakatuh in advance, thank you for your time, the first question what do you think about learning English speaking in the new normal era?

Answer: In my opinion, learning speaking in the new normal era is a challenge for every student, because that is where we have to adapt at this time. And we should be more enthusiastic when participating in speaking lessons in the midst of many people who lose their enthusiasm in this matter.

H. What are the challenges of students in learning English speaking in the new normal era?

Answer: The problems in learning speaking is that I don't know how to pronounce it correctly so I often pronounce the words wrong. Then, another problems are that I am not able to compose sentences with the correct grammar and vocabulary that I know. This may be due to a lack of practice in everyday life.

I. Why do you feel fear making mistakes in learning English speaking in the new normal era?

Answer: I'm afraid that my friends will laugh at me and be scolded by the lecturer or get low grades if an error occurs in learning English speaking today, so sometimes I'm nervous, I don't know how to convey the words that are in my head.

J. Why do you feel shy in learning English speaking in the new normal era?

Answer: I sometimes feel embarrassed when learning English speaking, because of my lack of experience in public speaking and also afraid to try.

K. Why do you feel lack of confidence in learning English speaking in the new normal era?

Answer: I think I feel this is due to the lack of practice and my lack of complex vocabulary which makes me feel less confident.

L. Why do you feel lack of motivation in learning English speaking in the new normal era?

Answer: Learning speaking in the new normal era is less effective, we are required to adapt when online learning is sometimes quite boring and during offline learning there is very little interaction with friends and lecturers. So sometimes I felt lack of motivation in learning English speaking

M. Why do you feel anxious in learning English speaking in the new normal era?

Answer: Anxiety when learning speaking English, because there are still many mistakes in my pronunciation and I still think that grammar is important in speaking.

N. How do you interact with each other among classmates and lecturer in learning English speaking in the new normal era?

Answer: Because I am used to interacting in online learning, I feel more difficult when interacting in face-to-face learning.

O. How do you lose consentration while learning English speaking in the normal era?

Answer: Exhaustion and stress from thinking about many tasks make me unable to focus while studying.

P. Why do you feel your performance is low in learning English speaking in the new normal era?

Answer: My performance is low in learning English maybe because of environmental factors, so I don't practice. So my speaking skills such as grammar, lack of vocabulary and stammering when speaking.

Q. How do you try to solve the problems in learning English speaking in the new normal era?

Answer: I learned a lot from the mistakes I made, such as feeling a lack of vocabulary, I tried to expand it by frequently reading English articles, English podcasts, English videos etc. And in terms of lack of confidence in speaking I will try to be brave and change my previous mindset by starting with speaking in front of a mirror first and then in front of classmates.

Transcript of Students' Interview

Name Code : R26

Gender : Male

Class : C

3. Assalamualaikum warahmatullahi wabarakatuh in advance, thank you for your time, the first question what do you think about learning English speaking in the new normal era?

   Answer: Since we are still learning online, I think the learning is less effective, because it is a little boring. In practice, we were only given the task of making video speaking or presentations during online learning on the Zoom application. It's different when we meet face-to-face, we present or speak in front of the class, and it can train self-confidence rather than in front of a camera.

4. What are the challenges of students in learning English speaking in the new normal era?

   Answer: The main factor in my problem in learning speaking is not understanding the grammatical structure, because I often make mistakes in arranging sentences. In addition, when I hear people speaking in English, it is very difficult for me to distinguish every word that is pronounced the same, so sometimes I misinterpret what the speaker is saying. Other challenges, such as sometimes the signal is lost during zoom meetings and also runs out of quota.

5. Why do you feel fear making mistakes in learning English speaking in the new normal era?

   Answer: Because I do not study and lack knowledge about speaking skills, so I am afraid of being wrong when speaking in English.

6. Why do you feel shy in learning English speaking in the new normal era?

   Answer: Because I'm not used to it, so I'm shy if I have to speak in English.

7. Why do you feel lack of confidence in learning English speaking in the new normal era?

   Answer: Due to lack of practice, I felt insecure when learning speaking in this new normal era.

8. Why do you feel lack of motivation in learning English speaking in the new normal era?

   Answer: Because we are still learning online, so I think the learning is a little bit boring.

9. Why do you feel anxious in learning English speaking in the new normal era?

   Answer: The poor internet network and minimal quota are a concern for me, because it is difficult to follow the learning smoothly.

10. How do you interact with each other among classmates and lecturer in learning English speaking in the new normal era?

    Answer: If I interact via online I like to communicate in English, for example chatting on wa, because I can translate first on google translate and then I send it to my friends. but if directly I can not pronounce the word correctly.

11. How do you lose consentration while learning English speaking in the normal era?

    Answer: Sleepiness sometimes makes me unfocused during learning, as a result I can't be active during face-to-face learning in class.

12. Why do you feel your performance is low in learning English speaking in the new normal era?

    Answer: I felt that my performance in learning speaking in the new normal era is weakening, because of changes in learning methods that occur during this new normal, I am not used to distance learning patterns.

13. How do you try to solve the problems in learning English speaking in the new normal era?

    Answer: Trying to be more diligent in studying and trying to manage time better.

Transcript of Students' Interview

Name Code : R27

Gender : Male

Class : A

d) Assalamualaikum warahmatullahi wabarakatuh in advance, thank you for your time, the first question what do you think about learning English speaking in the new normal era?

Answer: In my opinion, speaking in the new normal era is less effective, because the previous semester of online learning, when students entered offline or new normal, they were a bit surprised at that. Outside campus, such as taking private classes to improve vocabulary in English, and how to present the word. And students are more confident in learning speaking.

e) What are the challenges of students in learning English speaking in the new normal era?

Answer: In my opinion, the problems in learning speaking are: first, the lack of vocabulary that we know, so that it makes us confused and does not understand some words that other people say. When learning online, sometimes I also felt lack of motivation and do not memorize new vocabulary. Both grammatical errors in composing a sentence when speaking. The third is bad pronunciation, which makes the other person confused and does not understand what the speaker is saying.

f) Why do you feel fear making mistakes in learning English speaking in the new normal era?

Answer: I am fear making mistakes, because I am afraid of being ridiculed, so when learning English speaking it is difficult for me to express what I want to convey, so that it makes me speak unclear and stammer because I forget the vocabulary that I have memorized before.

g) Why do you feel shy in learning English speaking in the new normal era?

Answer: Because I do not want to be ridiculed when I am wrong in learning speaking.

h) Why do you feel lack of confidence in learning English speaking in the new normal era?

Answer: I am not confident, because so far in learning English speaking online I am still guided by google translate. So that I can not compose sentences with the correct grammar.

i) Why do you feel lack of motivation in learning English speaking in the new normal era?

Answer: The assignments given by the lecturer make me confused which one to do first, so sometimes I procrastinate.

j) Why do you feel anxious in learning English speaking in the new normal era?

Answer: I felt anxious when I get a lot of assignments and the time given by the lecturer to do it is limited. The internet connection that suddenly lost during the lesson was also the reason why I felt anxious.

k) How do you interact with each other among classmates and lecturer in learning English speaking in the new normal era?

Answer: Maybe one of the factors causing problems in speaking, because what I saw these English students speak Indonesian and pay less attention to English.

l) How do you lose consentration while learning English speaking in the normal era?

Answer: I lack concentration when learning speaking, because sometimes I get sleepy due to working the assignment late at night so I do not get enough sleep.

m) Why do you feel your performance is low in learning English speaking in the new normal era?

Answer: What we know is that speaking is a skill or part of the English language that really needs practice, and for this reason, in the new normal era, very little practice is carried out. Because in my opinion, now learning is memorizing, not practicing a conversation in English.

n) How do you try to solve the problems in learning English speaking in the new normal era?

Answer: Due to environmental factors that rarely use English, maybe later if the class apparatus makes rules that do not use English during learning, they will be fined. It can definitely make students in class practice more in English speaking.

Transcript of Students' Interview

Name Code : R30

Gender : Female

Class : B

1. Assalamualaikum warahmatullahi wabarakatuh in advance, thank you for your time, the first question what do you think about learning English speaking in the new normal era?

   Answer: Of course not too good, because I can't understand the material that is conveyed and ca not express my opinion when learning.

2. What are the challenges of students in learning English speaking in the new normal era?

   Answer: In my opinion, the problems or challenges in speaking is the lack of vocabulary and good listening when online learning takes place, which are often hampered by signals, so that sometimes it is difficult to understand the learning material delivered by the lecturer. In addition, learning in this new normal era has limited hours so that there is little explanation of the material.

3. Why do you feel fear making mistakes in learning English speaking in the new normal era?

   Answer: The reason I am fear making mistakes is that I am afraid of getting low grades from the lecturer because I am not good enough in speaking aspects.

4. Why do you feel shy in learning English speaking in the new normal era?

Answer: If I speak in English that does not match the pronunciation and grammar, I feel very ashamed of my teacher and friends.

5. Why do you feel lack of confidence in learning English speaking in the new normal era?

   Answer: I do not feel confident in speaking because I am insecure. For example, when lecturer gave an assignment to make a video speaking English, I was not satisfied with the result myself.

6. Why do you feel lack of motivation in learning English speaking in the new normal era?

   Answer: I felt lazy, because of the lack of motivation to be proficient in using English.

7. Why do you feel anxious in learning English speaking in the new normal era?

   Answer: During a presentation or during a question and answer session with the lecturer, I felt very anxious, it makes me tremble. So that what is conveyed cannot be understood by listeners. Because I'm not good enough in speaking English, so I felt worried if my classmates are good enough at it to get high marks while I am not.

8. How do you interact with each other among classmates and lecturer in learning English speaking in the new normal era?

   Answer: When learning English speaking, we do not interact much with each other. When learning online, it is often hampered by internet connection, quota

and etc. As for offline learning, which is a two-session system, the learning hours are cut off and limited.

9. How do you lose consentration while learning English speaking in the normal era?

   Answer: I felt lose concentration when learning online if there are distractions, such as social media and also the home environment is a bit noisy, because many children are playing around my house.

10. Why do you feel your performance is low in learning English speaking in the new normal era?

    Answer: Due to lack of practice in speaking, so I am not very fluent in speaking English.

11. How do you try to solve the problems in learning English speaking in the new normal era?

    Answer: My effort to overcome this is by taking Grammar course, so that it can make I more courageous in speaking English and memorize more vocabulary.

Transcript of Students' Interview

Name Code : R59

Gender : Female

Class : C

3. Assalamualaikum warahmatullahi wabarakatuh in advance, thank you for your time, the first question what do you think about learning English speaking in the new normal era?

   Answer: In my opinion, learning speaking in the new normal era is less effective, because online learning is quite an obstacle in learning speaking. We cannot interact directly with lecturers or other student friends to increase our speaking skills.

4. What are the challenges of students in learning English speaking in the new normal era?

   Answer: I often make mistakes in making or compiling sentences because I do not understand good and correct grammar. I also do not know much about tenses in English. Another problem is the pronunciation that is not clear when speaking. As for in this new normal era, I feel that my lack of learning makes my ability to speak English weak.

5. Why do you feel fear making mistakes in learning English speaking in the new normal era?

Answer: Every time I will speak English, sometimes I feel fear of making mistakes and being laughed at by my friends.

6. Why do you feel shy in learning English speaking in the new normal era?

   Answer: Sometimes, when the lecturer asks a question during the lesson, I hesitate to answer it, because I am embarrassed to have to speak in public and in front of many people, both in online and offline learning.

7. Why do you feel lack of confidence in learning English speaking in the new normal era?

   Answer: I do not feel confident when learning, because my understanding in aspects of English speaking is very lacking. I feel insecure to people who are more than me in that regard.

8. Why do you feel lack of motivation in learning English speaking in the new normal era?

   Answer: In learning English speaking in this new normal era, I feel a little bit boring. Online learning more often than face-to-face, so I am often lazy to learn to improve my speaking skills.

9. Why do you feel anxious in learning English speaking in the new normal era?

   Answer: Because I feel dissatisfied with my own speaking skills, and this makes me feel anxious so that when learning speaking or when presenting in class I am always careful to speak for fear of being wrong and being laughed at by others.

10. How do you interact with each other among classmates and lecturer in learning English speaking in the new normal era?

Answer: I have never interacted with classmates using English, this makes my ability in learning English speaking low.

11. How do you lose consentration while learning English speaking in the normal era?

    Answer: Sometimes I lose concentration when learning online, for example because there are notifications from social media, sms, calls and others. This causes me to not focus and not understand the material presented by the lecturer.

12. Why do you feel your performance is low in learning English speaking in the new normal era?

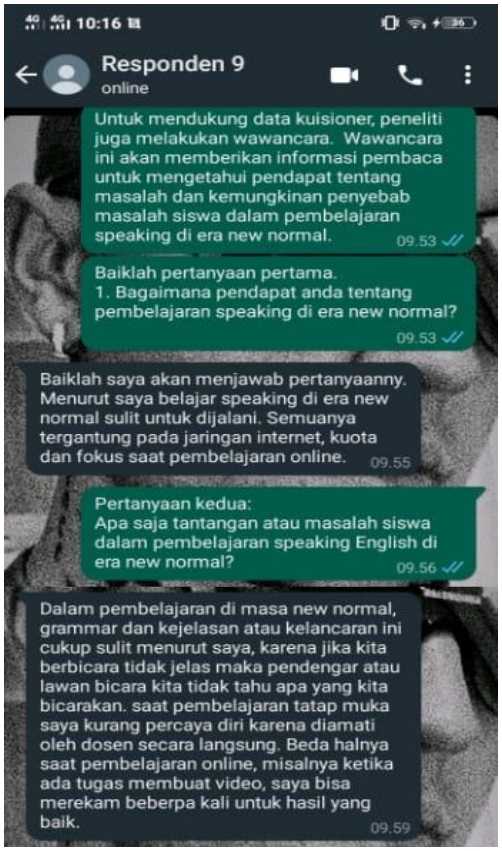
    Answer: Lack of performance and practice is one of the causes of my problems in learning speaking, due to environmental factors that make me feel less comfortable speaking English

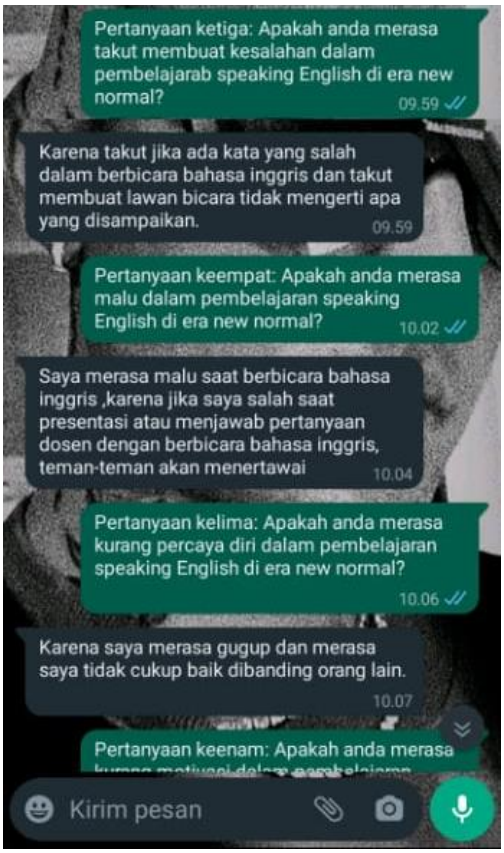
13. How do you try to solve the problems in learning English speaking in the new normal era?

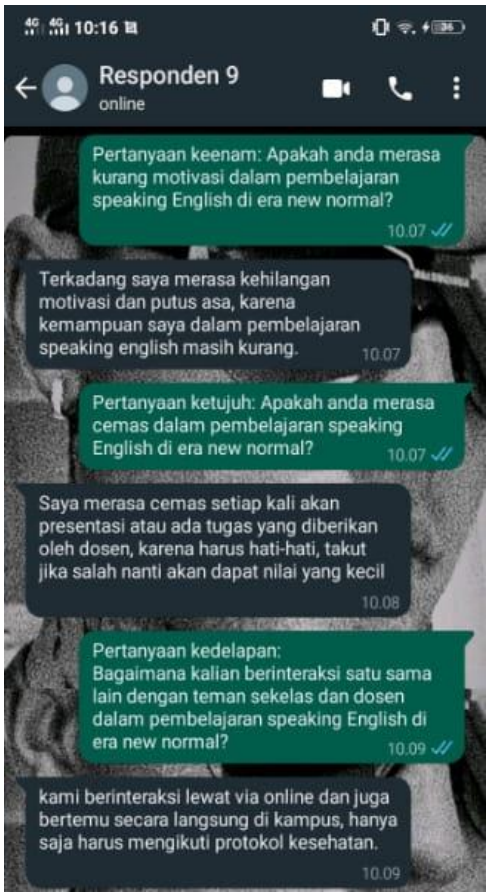
    Answer: Because I feel lacking so lately I often practice speaking with myself or talking with a mirror, then increase my vocabulary. Sometimes I also watch on YouTube tips to be fluent in speaking and also how to pronounce properly and correctly.

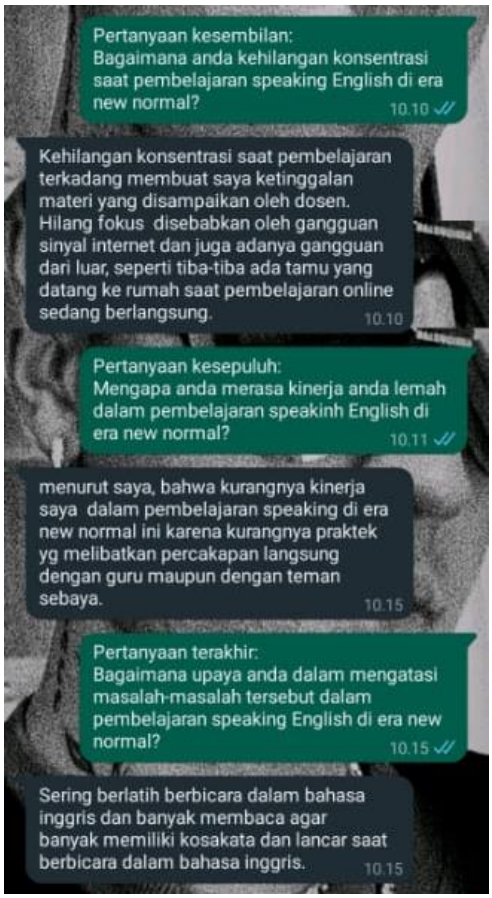
Apendix C

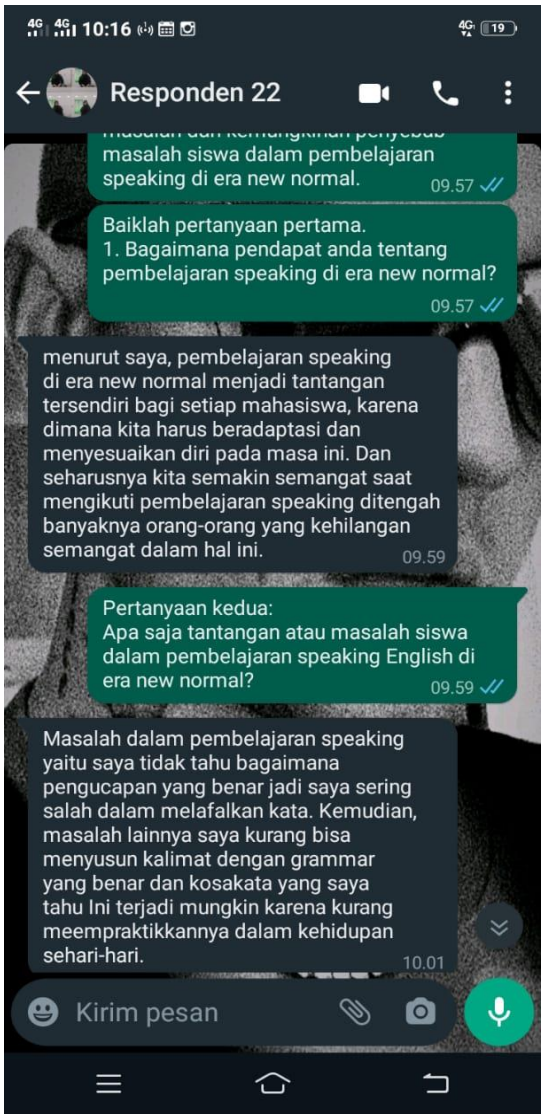
Documentation

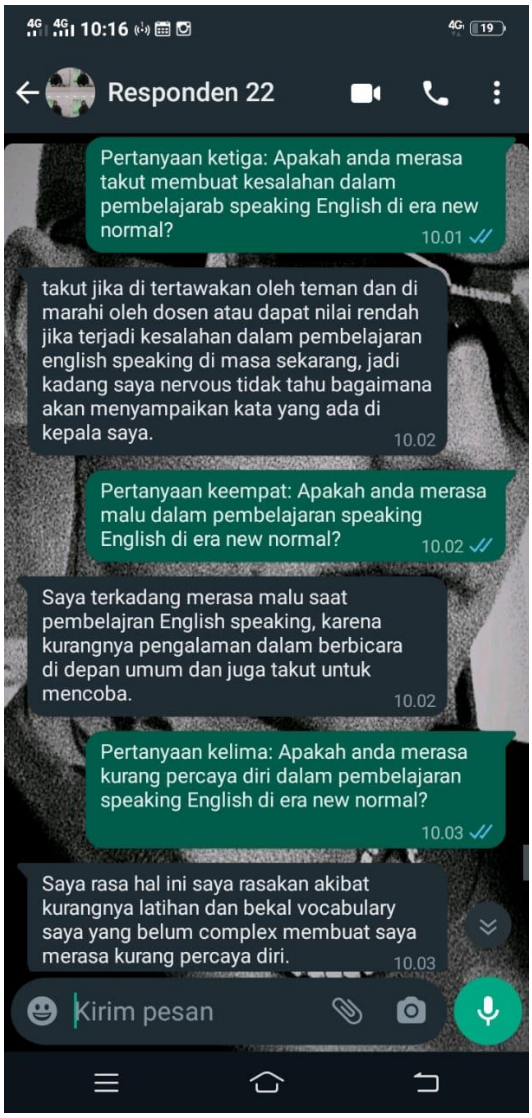


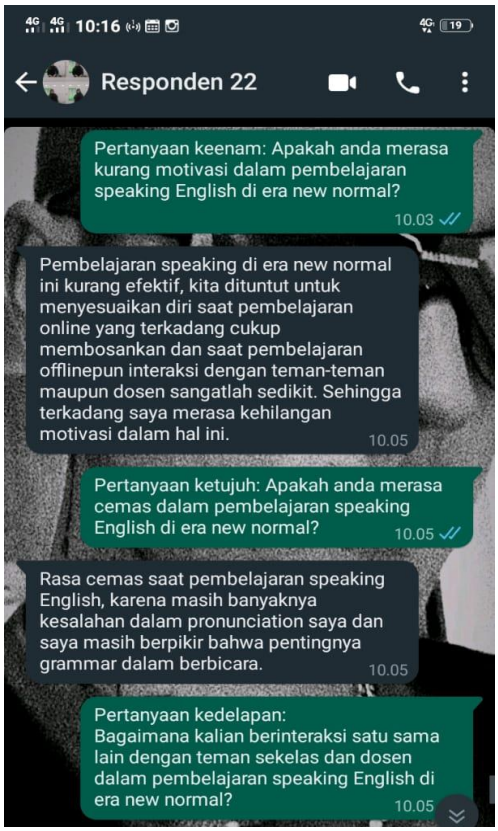


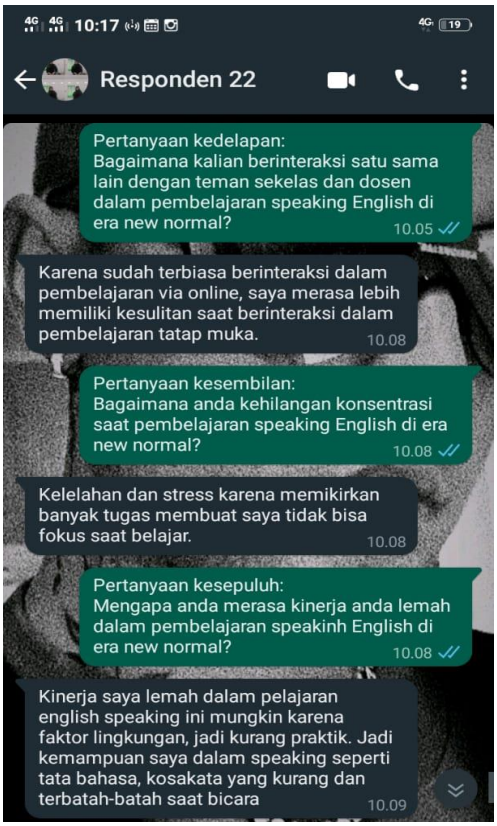

10:16
Responden 9
online
Pertanyaan keenam: Apakah anda merasa kurang motivasi dalam pembelajaran speaking English di era new normal?
10.07
Terkadang saya merasa kehilangan motivasi dan putus asa, karena kemampuan saya dalam pembelajaran speaking english masih kurang.
10.07
Pertanyaan ketujuh: Apakah anda merasa cemas dalam pembelajaran speaking English di era new normal?
10.07
Saya merasa cemas setiap kali akan presentasi atau ada tugas yang diberikan oleh dosen, karena harus hati-hati, takut jika salah nanti akan dapat nilai yang kecil
10.08
Pertanyaan kedelapan:
Bagaimana kalian berinteraksi satu sama lain dengan teman sekelas dan dosen dalam pembelajaran speaking English di era new normal?
10.09
kami berinteraksi lewat via online dan juga bertemu secara langsung di kampus, hanya saja harus mengikuti protokol kesehatan.
10.09


Pertanyaan kesembilan:
Bagaimana anda kehilangan konsentrasi saat pembelajaran speaking English di era new normal?
10.10
Kehilangan konsentrasi saat pembelajaran terkadang membuat saya ketinggalan materi yang disampaikan oleh dosen. Hilang fokus disebabkan oleh gangguan sinyal internet dan juga adanya gangguan dari luar, seperti tiba-tiba ada tamu yang datang ke rumah saat pembelajaran online sedang berlangsung.
10.10
Pertanyaan kesepuluh:
Mengapa anda merasa kinerja anda lemah dalam pembelajaran speakinh English di era new normal?
10.11
menurut saya, bahwa kurangnya kinerja saya dalam pembelajaran speaking di era new normal ini karena kurangnya praktek yg melibatkan percakapan langsung dengan guru maupun dengan teman sebaya.
10.15
Pertanyaan terakhir:
Bagaimana upaya anda dalam mengatasi masalah-masalah tersebut dalam pembelajaran speaking English di era new normal?
10.15
Sering berlatih berbicara dalam bahasa inggris dan banyak membaca agar banyak memiliki kosakata dan lancar saat berbicara dalam bahasa inggris.
10.15


10:16
Responden 22
masalah siswa dalam pembelajaran speaking di era new normal. 09.57
Baiklah pertanyaan pertama.
1. Bagaimana pendapat anda tentang pembelajaran speaking di era new normal? 09.57
menurut saya, pembelajaran speaking di era new normal menjadi tantangan tersendiri bagi setiap mahasiswa, karena dimana kita harus beradaptasi dan menyesuaikan diri pada masa ini. Dan seharusnya kita semakin semangat saat mengikuti pembelajaran speaking ditengah banyaknya orang-orang yang kehilangan semangat dalam hal ini. 09.59
Pertanyaan kedua:
Apa saja tantangan atau masalah siswa dalam pembelajaran speaking English di era new normal? 09.59
Masalah dalam pembelajaran speaking yaitu saya tidak tahu bagaimana pengucapan yang benar jadi saya sering salah dalam melafalkan kata. Kemudian, masalah lainnya saya kurang bisa menyusun kalimat dengan grammar yang benar dan kosakata yang saya tahu Ini terjadi mungkin karena kurang meempraktikkannya dalam kehidupan sehari-hari. 10.01
Kirim pesan


10:16
Responden 22
Pertanyaan ketiga: Apakah anda merasa takut membuat kesalahan dalam pembelajarab speaking English di era new normal? 10.01
takut jika di tertawakan oleh teman dan di marahi oleh dosen atau dapat nilai rendah jika terjadi kesalahan dalam pembelajaran english speaking di masa sekarang, jadi kadang saya nervous tidak tahu bagaimana akan menyampaikan kata yang ada di kepala saya. 10.02
Pertanyaan keempat: Apakah anda merasa malu dalam pembelajaran speaking English di era new normal? 10.02
Saya terkadang merasa malu saat pembelajran English speaking, karena kurangnya pengalaman dalam berbicara di depan umum dan juga takut untuk mencoba. 10.02
Pertanyaan kelima: Apakah anda merasa kurang percaya diri dalam pembelajaran speaking English di era new normal? 10.03
Saya rasa hal ini saya rasakan akibat kurangnya latihan dan bekal vocabulary saya yang belum complex membuat saya merasa kurang percaya diri. 10.03
Kirim pesan


10:16
Responden 22
Pertanyaan keenam: Apakah anda merasa kurang motivasi dalam pembelajaran speaking English di era new normal?
10.03
Pembelajaran speaking di era new normal ini kurang efektif, kita dituntut untuk menyesuaikan diri saat pembelajaran online yang terkadang cukup membosankan dan saat pembelajaran offlinepun interaksi dengan teman-teman maupun dosen sangatlah sedikit. Sehingga terkadang saya merasa kehilangan motivasi dalam hal ini.
10.05
Pertanyaan ketujuh: Apakah anda merasa cemas dalam pembelajaran speaking English di era new normal?
10.05
Rasa cemas saat pembelajaran speaking English, karena masih banyaknya kesalahan dalam pronunciation saya dan saya masih berpikir bahwa pentingnya grammar dalam berbicara.
10.05
Pertanyaan kedelapan:
Bagaimana kalian berinteraksi satu sama lain dengan teman sekelas dan dosen dalam pembelajaran speaking English di era new normal?
10.05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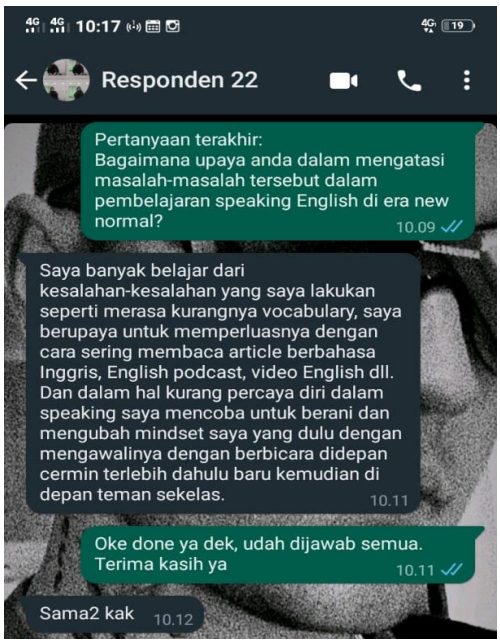
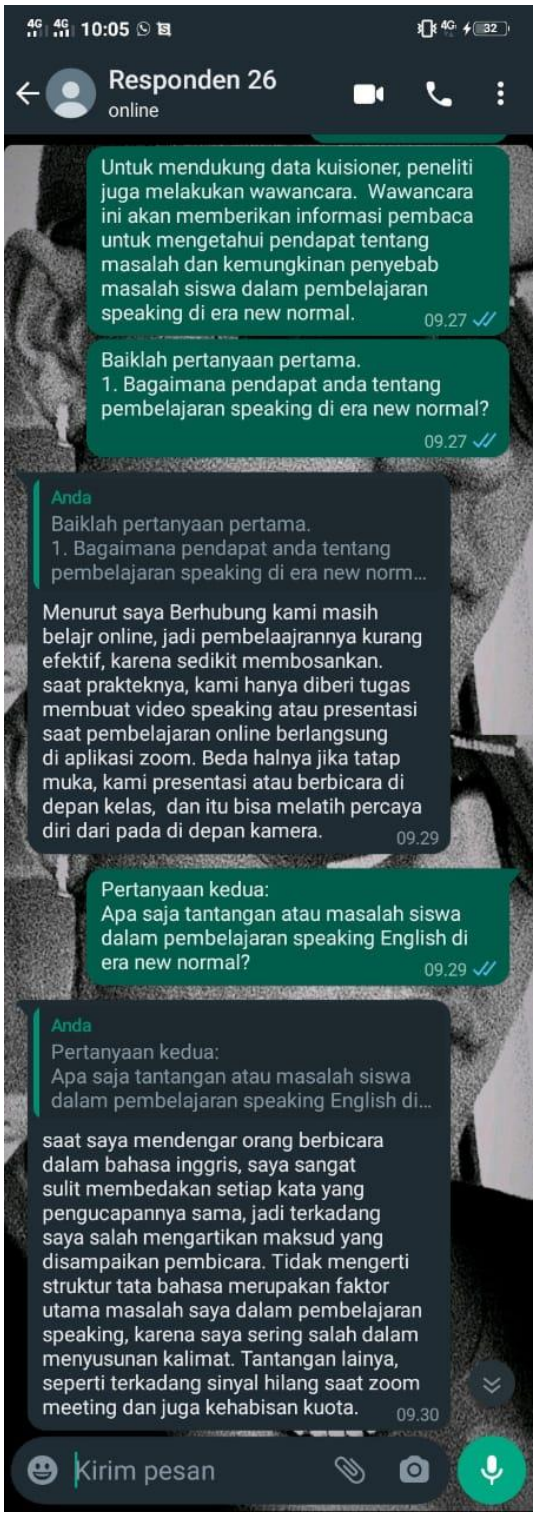
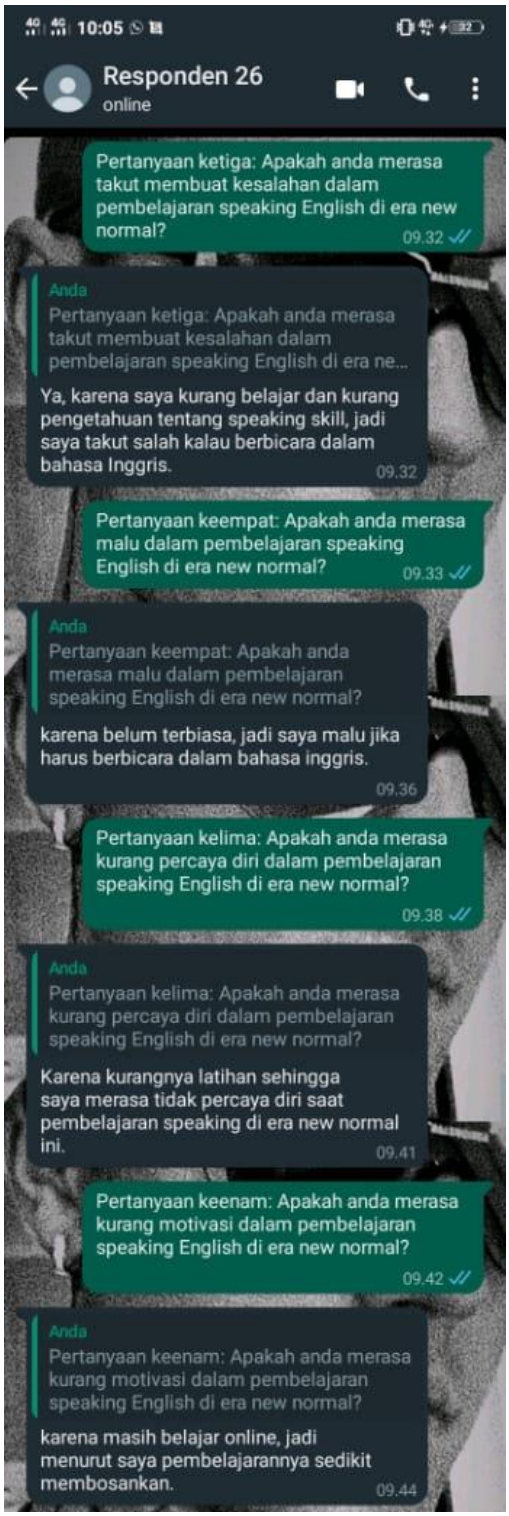
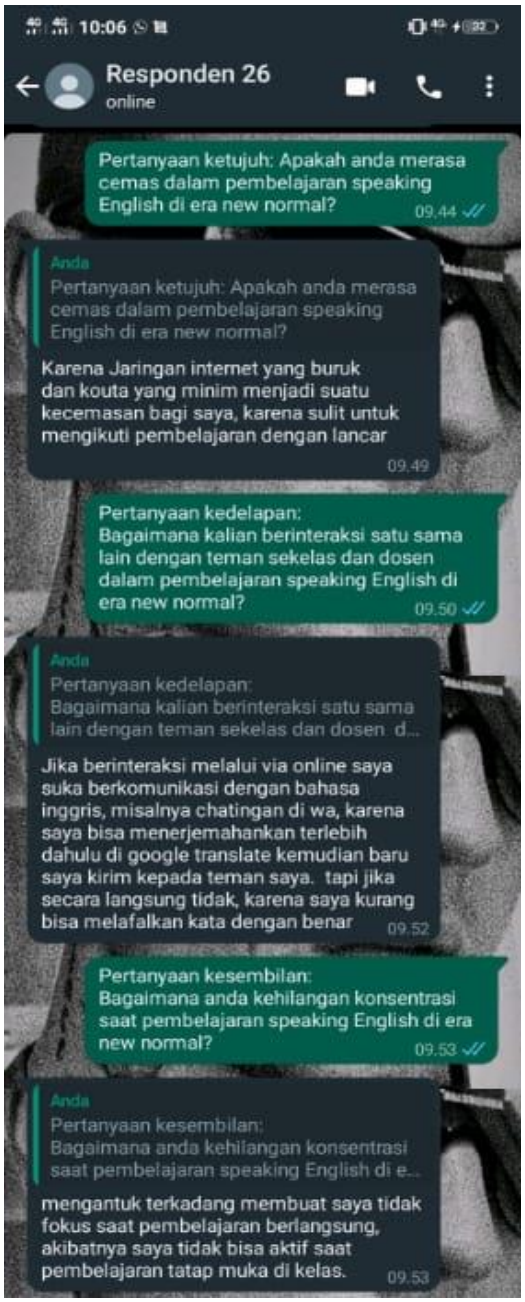
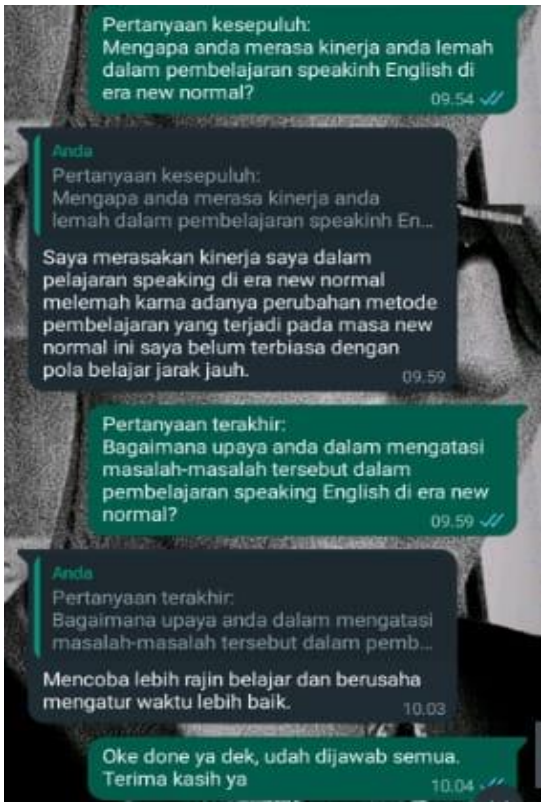
Responden 22
Pertanyaan kedelapan:
Bagaimana kalian berinteraksi satu sama lain dengan teman sekelas dan dosen dalam pembelajaran speaking English di era new normal?
10.05
Karena sudah terbiasa berinteraksi dalam pembelajaran via online, saya merasa lebih memiliki kesulitan saat berinteraksi dalam pembelajaran tatap muka.
10.08
Pertanyaan kesembilan:
Bagaimana anda kehilangan konsentrasi saat pembelajaran speaking English di era new normal?
10.08
Kelelahan dan stress karena memikirkan banyak tugas membuat saya tidak bisa fokus saat belajar.
10.08
Pertanyaan kesepuluh:
Mengapa anda merasa kinerja anda lemah dalam pembelajaran speakinh English di era new normal?
10.08
Kinerja saya lemah dalam pelajaran english speaking ini mungkin karena faktor lingkungan, jadi kurang praktik. Jadi kemampuan saya dalam speaking seperti tata bahasa, kosakata yang kurang dan terbatah-batah saat bicara
10.09

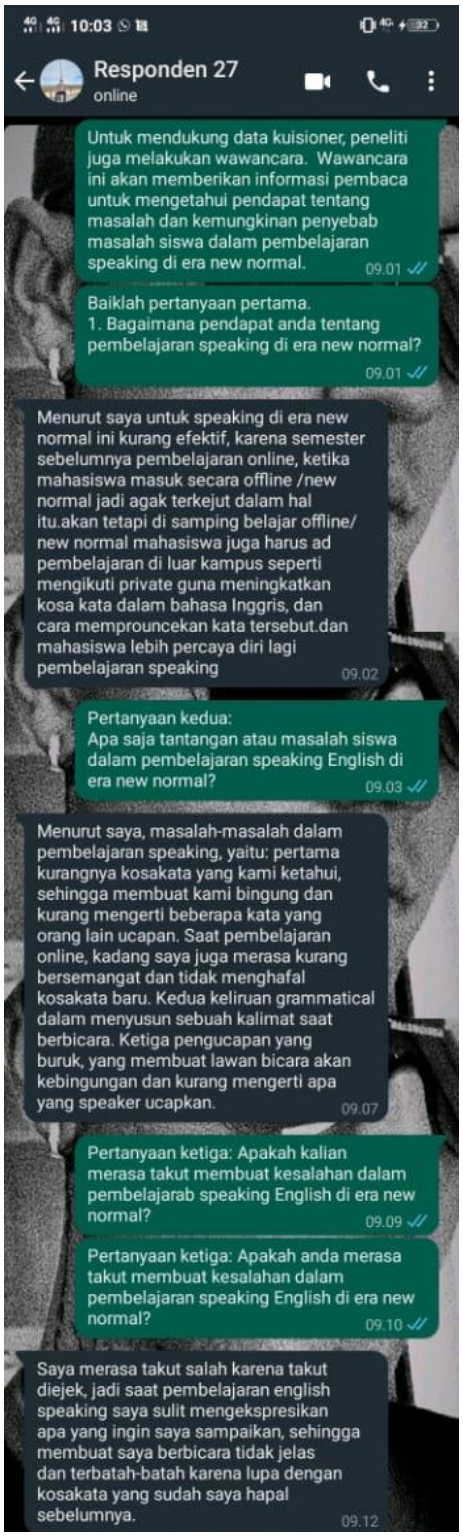

10:17
Responden 22
Pertanyaan terakhir:
Bagaimana upaya anda dalam mengatasi masalah-masalah tersebut dalam pembelajaran speaking English di era new normal?
10.09
Saya banyak belajar dari kesalahan-kesalahan yang saya lakukan seperti merasa kurangnya vocabulary, saya berupaya untuk memperluasnya dengan cara sering membaca article berbahasa Inggris, English podcast, video English dll. Dan dalam hal kurang percaya diri dalam speaking saya mencoba untuk berani dan mengubah mindset saya yang dulu dengan mengawalinya dengan berbicara didepan cermin terlebih dahulu baru kemudian di depan teman sekelas.
10.11
Oke done ya dek, udah dijawab semua. Terima kasih ya
10.11
Sama2 kak
10.12

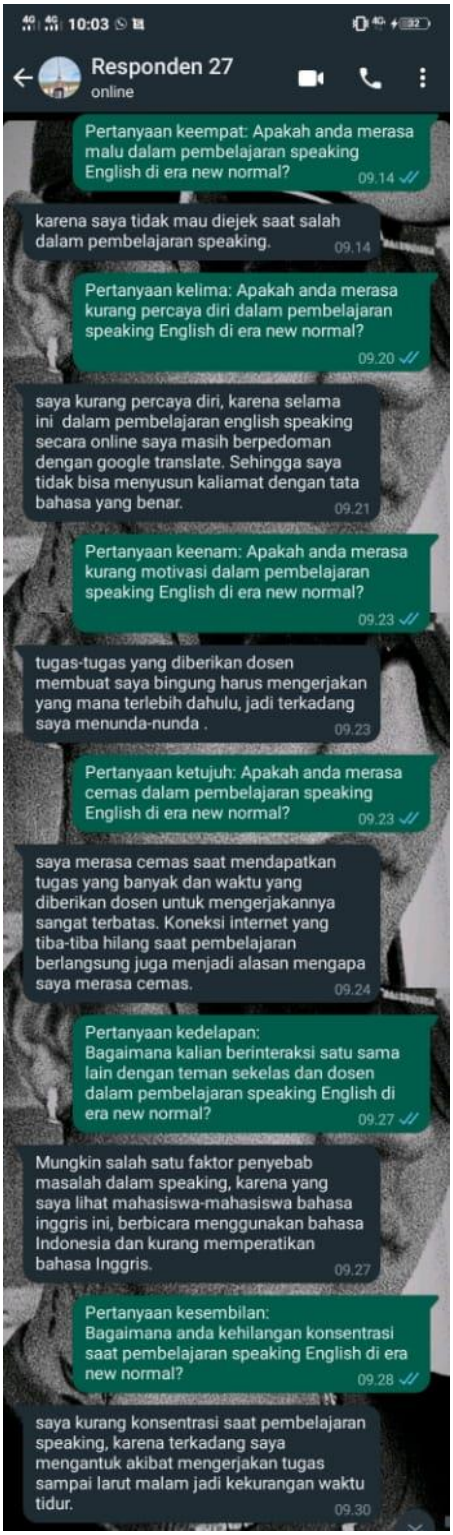

10:05
Responden 26
online
Untuk mendukung data kuisioner, peneliti juga melakukan wawancara. Wawancara ini akan memberikan informasi pembaca untuk mengetahui pendapat tentang masalah dan kemungkinan penyebab masalah siswa dalam pembelajaran speaking di era new normal.
09.27
Baiklah pertanyaan pertama.
1. Bagaimana pendapat anda tentang pembelajaran speaking di era new normal?
09.27
Anda
Baiklah pertanyaan pertama.
1. Bagaimana pendapat anda tentang pembelajaran speaking di era new norm...
Menurut saya Berhubung kami masih belajr online, jadi pembelaajrannya kurang efektif, karena sedikit membosankan. saat prakteknya, kami hanya diberi tugas membuat video speaking atau presentasi saat pembelajaran online berlangsung di aplikasi zoom. Beda halnya jika tatap muka, kami presentasi atau berbicara di depan kelas, dan itu bisa melatih percaya diri dari pada di depan kamera.
09.29
Pertanyaan kedua:
Apa saja tantangan atau masalah siswa dalam pembelajaran speaking English di era new normal?
09.29
Anda
Pertanyaan kedua:
Apa saja tantangan atau masalah siswa dalam pembelajaran speaking English di...
saat saya mendengar orang berbicara dalam bahasa inggris, saya sangat sulit membedakan setiap kata yang pengucapannya sama, jadi terkadang saya salah mengartikan maksud yang disampaikan pembicara. Tidak mengerti struktur tata bahasa merupakan faktor utama masalah saya dalam pembelajaran speaking, karena saya sering salah dalam menyusunan kalimat. Tantangan lainya, seperti terkadang sinyal hilang saat zoom meeting dan juga kehabisan kuota.
09.30
Kirim pesan

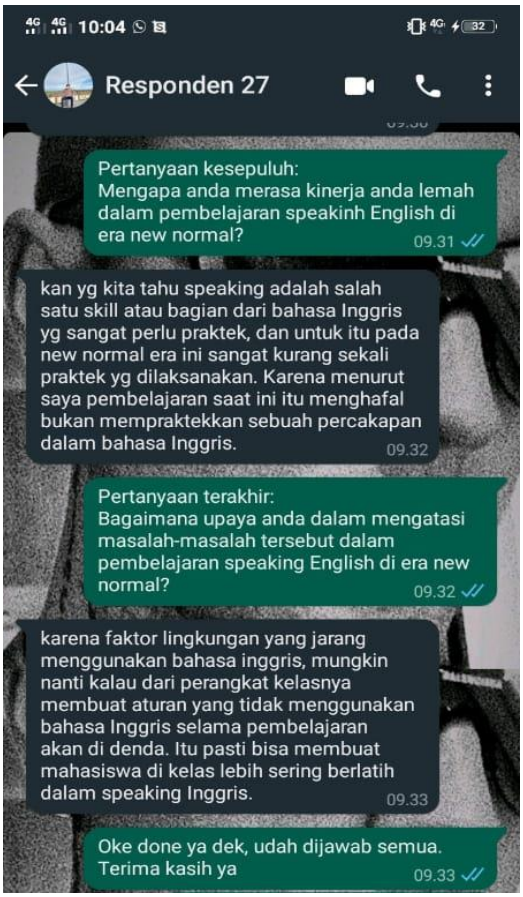

10:05
Responden 26
online
Pertanyaan ketiga: Apakah anda merasa takut membuat kesalahan dalam pembelajaran speaking English di era new normal?
09.32
Anda
Pertanyaan ketiga: Apakah anda merasa takut membuat kesalahan dalam pembelajaran speaking English di era ne...
Ya, karena saya kurang belajar dan kurang pengetahuan tentang speaking skill, jadi saya takut salah kalau berbicara dalam bahasa Inggris.
09.32
Pertanyaan keempat: Apakah anda merasa malu dalam pembelajaran speaking English di era new normal?
09.33
Anda
Pertanyaan keempat: Apakah anda merasa malu dalam pembelajaran speaking English di era new normal?
karena belum terbiasa, jadi saya malu jika harus berbicara dalam bahasa inggris.
09.36
Pertanyaan kelima: Apakah anda merasa kurang percaya diri dalam pembelajaran speaking English di era new normal?
09.38
Anda
Pertanyaan kelima: Apakah anda merasa kurang percaya diri dalam pembelajaran speaking English di era new normal?
Karena kurangnya latihan sehingga saya merasa tidak percaya diri saat pembelajaran speaking di era new normal ini.
09.41
Pertanyaan keenam: Apakah anda merasa kurang motivasi dalam pembelajaran speaking English di era new normal?
09.42
Anda
Pertanyaan keenam: Apakah anda merasa kurang motivasi dalam pembelajaran speaking English di era new normal?
karena masih belajar online, jadi menurut saya pembelajarannya sedikit membosankan.
09.44

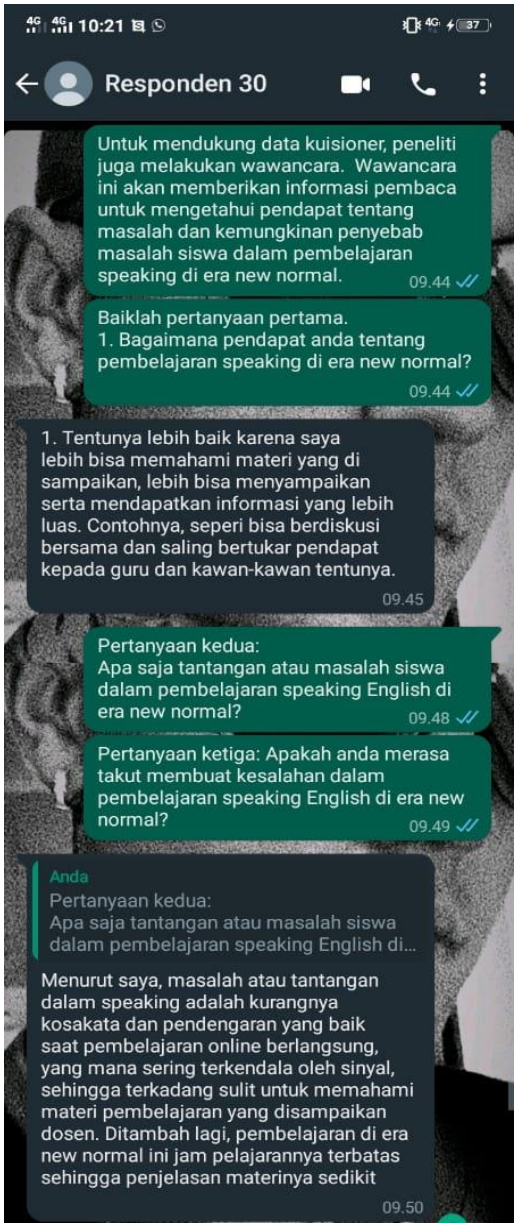

10:06
Responden 26
online
Pertanyaan ketujuh: Apakah anda merasa cemas dalam pembelajaran speaking English di era new normal?
09.44
Anda
Pertanyaan ketujuh: Apakah anda merasa cemas dalam pembelajaran speaking English di era new normal?
Karena Jaringan internet yang buruk dan kouta yang minim menjadi suatu kecemasan bagi saya, karena sulit untuk mengikuti pembelajaran dengan lancar
09.49
Pertanyaan kedelapan:
Bagaimana kalian berinteraksi satu sama lain dengan teman sekelas dan dosen dalam pembelajaran speaking English di era new normal?
09.50
Anda
Pertanyaan kedelapan:
Bagaimana kalian berinteraksi satu sama lain dengan teman sekelas dan dosen d...
Jika berinteraksi melalui via online saya suka berkomunikasi dengan bahasa inggris, misalnya chatingan di wa, karena saya bisa menerjemahankan terlebih dahulu di google translate kemudian baru saya kirim kepada teman saya. tapi jika secara langsung tidak, karena saya kurang bisa melafalkan kata dengan benar
09.52
Pertanyaan kesembilan:
Bagaimana anda kehilangan konsentrasi saat pembelajaran speaking English di era new normal?
09.53
Anda
Pertanyaan kesembilan:
Bagaimana anda kehilangan konsentrasi saat pembelajaran speaking English di e...
mengantuk terkadang membuat saya tidak fokus saat pembelajaran berlangsung, akibatnya saya tidak bisa aktif saat pembelajaran tatap muka di kelas.
09.53

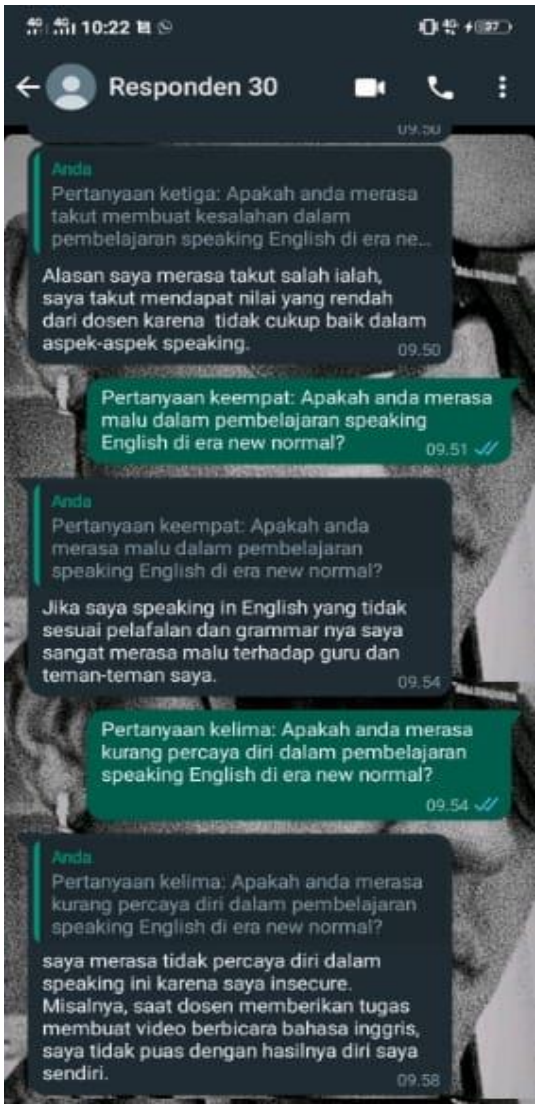

Pertanyaan kesepuluh:
Mengapa anda merasa kinerja anda lemah dalam pembelajaran speakinh English di era new normal?
09.54
Anda
Pertanyaan kesepuluh:
Mengapa anda merasa kinerja anda lemah dalam pembelajaran speakinh En...
Saya merasakan kinerja saya dalam pelajaran speaking di era new normal melemah karna adanya perubahan metode pembelajaran yang terjadi pada masa new normal ini saya belum terbiasa dengan pola belajar jarak jauh.
09.59
Pertanyaan terakhir:
Bagaimana upaya anda dalam mengatasi masalah-masalah tersebut dalam pembelajaran speaking English di era new normal?
09.59
Anda
Pertanyaan terakhir:
Bagaimana upaya anda dalam mengatasi masalah-masalah tersebut dalam pemb...
Mencoba lebih rajin belajar dan berusaha mengatur waktu lebih baik.
10.03
Oke done ya dek, udah dijawab semua. Terima kasih ya
10.04

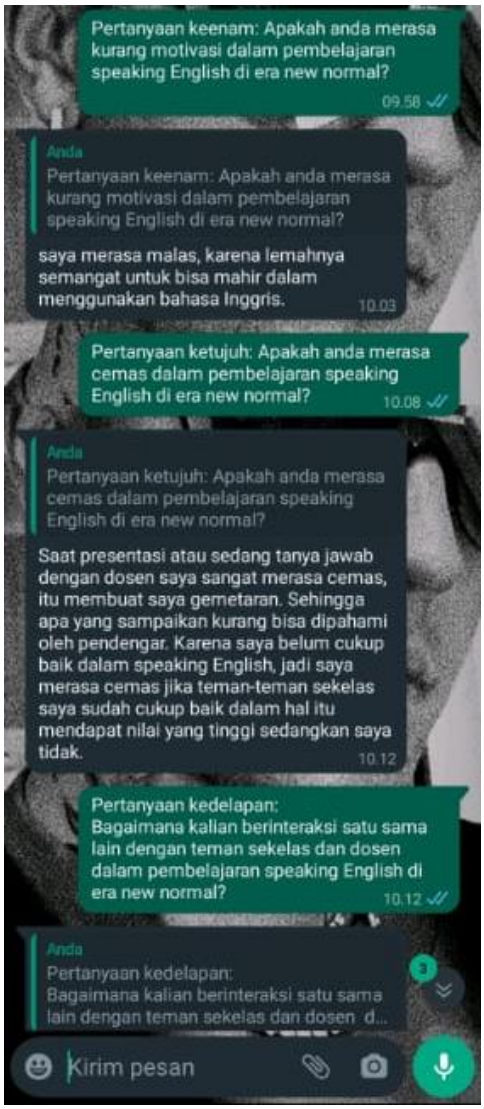

10:03
Responden 27
online
Untuk mendukung data kuisioner, peneliti juga melakukan wawancara. Wawancara ini akan memberikan informasi pembaca untuk mengetahui pendapat tentang masalah dan kemungkinan penyebab masalah siswa dalam pembelajaran speaking di era new normal. 09.01
Baiklah pertanyaan pertama.
1. Bagaimana pendapat anda tentang pembelajaran speaking di era new normal? 09.01
Menurut saya untuk speaking di era new normal ini kurang efektif, karena semester sebelumnya pembelajaran online, ketika mahasiswa masuk secara offline /new normal jadi agak terkejut dalam hal itu.akan tetapi di samping belajar offline/ new normal mahasiswa juga harus ad pembelajaran di luar kampus seperti mengikuti private guna meningkatkan kosa kata dalam bahasa Inggris, dan cara memprouncekan kata tersebut.dan mahasiswa lebih percaya diri lagi pembelajaran speaking 09.02
Pertanyaan kedua:
Apa saja tantangan atau masalah siswa dalam pembelajaran speaking English di era new normal? 09.03
Menurut saya, masalah-masalah dalam pembelajaran speaking, yaitu: pertama kurangnya kosakata yang kami ketahui, sehingga membuat kami bingung dan kurang mengerti beberapa kata yang orang lain ucapan. Saat pembelajaran online, kadang saya juga merasa kurang bersemangat dan tidak menghafal kosakata baru. Kedua keliruan grammatical dalam menyusun sebuah kalimat saat berbicara. Ketiga pengucapan yang buruk, yang membuat lawan bicara akan kebingungan dan kurang mengerti apa yang speaker ucapkan. 09.07
Pertanyaan ketiga: Apakah kalian merasa takut membuat kesalahan dalam pembelajarab speaking English di era new normal? 09.09
Pertanyaan ketiga: Apakah anda merasa takut membuat kesalahan dalam pembelajaran speaking English di era new normal? 09.10
Saya merasa takut salah karena takut diejek, jadi saat pembelajaran english speaking saya sulit mengekspresikan apa yang ingin saya sampaikan, sehingga membuat saya berbicara tidak jelas dan terbatah-batah karena lupa dengan kosakata yang sudah saya hapal sebelumnya. 09.12

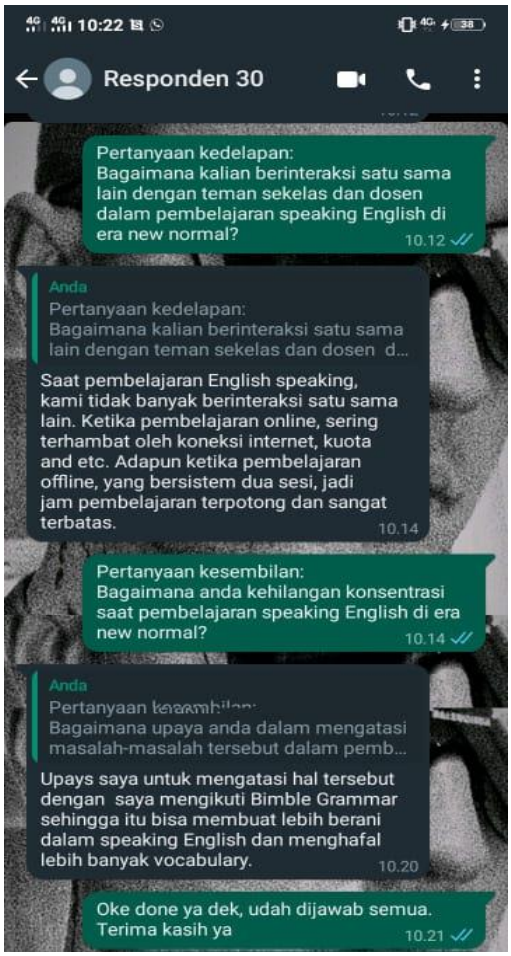

10:03
Responden 27
online
Pertanyaan keempat: Apakah anda merasa malu dalam pembelajaran speaking English di era new normal? 09.14
karena saya tidak mau diejek saat salah dalam pembelajaran speaking. 09.14
Pertanyaan kelima: Apakah anda merasa kurang percaya diri dalam pembelajaran speaking English di era new normal? 09.20
saya kurang percaya diri, karena selama ini dalam pembelajaran english speaking secara online saya masih berpedoman dengan google translate. Sehingga saya tidak bisa menyusun kaliamat dengan tata bahasa yang benar. 09.21
Pertanyaan keenam: Apakah anda merasa kurang motivasi dalam pembelajaran speaking English di era new normal? 09.23
tugas-tugas yang diberikan dosen membuat saya bingung harus mengerjakan yang mana terlebih dahulu, jadi terkadang saya menunda-nunda . 09.23
Pertanyaan ketujuh: Apakah anda merasa cemas dalam pembelajaran speaking English di era new normal? 09.23
saya merasa cemas saat mendapatkan tugas yang banyak dan waktu yang diberikan dosen untuk mengerjakannya sangat terbatas. Koneksi internet yang tiba-tiba hilang saat pembelajaran berlangsung juga menjadi alasan mengapa saya merasa cemas. 09.24
Pertanyaan kedelapan:
Bagaimana kalian berinteraksi satu sama lain dengan teman sekelas dan dosen dalam pembelajaran speaking English di era new normal? 09.27
Mungkin salah satu faktor penyebab masalah dalam speaking, karena yang saya lihat mahasiswa-mahasiswa bahasa inggris ini, berbicara menggunakan bahasa Indonesia dan kurang memperatikan bahasa Inggris. 09.27
Pertanyaan kesembilan:
Bagaimana anda kehilangan konsentrasi saat pembelajaran speaking English di era new normal? 09.28
saya kurang konsentrasi saat pembelajaran speaking, karena terkadang saya mengantuk akibat mengerjakan tugas sampai larut malam jadi kekurangan waktu tidur. 09.30

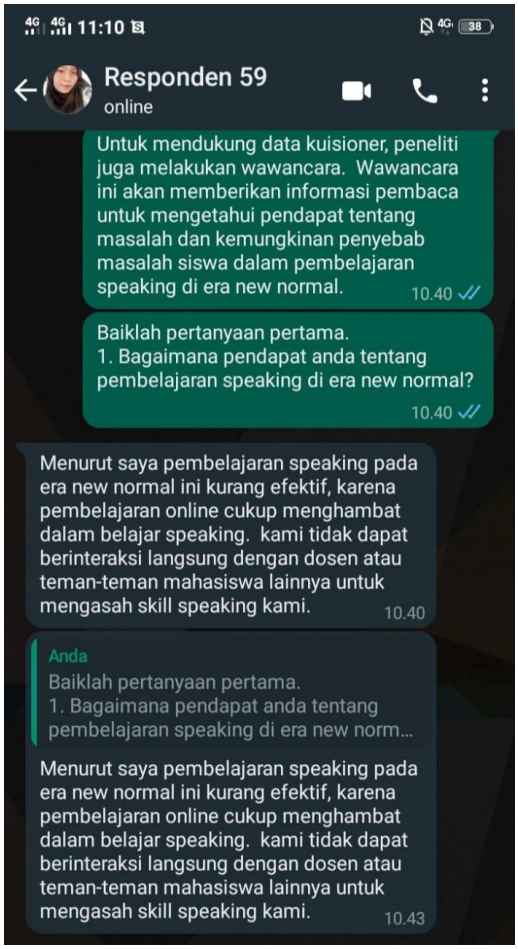

10:04
Responden 27
Pertanyaan kesepuluh:
Mengapa anda merasa kinerja anda lemah dalam pembelajaran speakinh English di era new normal?
09.31
kan yg kita tahu speaking adalah salah satu skill atau bagian dari bahasa Inggris yg sangat perlu praktek, dan untuk itu pada new normal era ini sangat kurang sekali praktek yg dilaksanakan. Karena menurut saya pembelajaran saat ini itu menghafal bukan mempraktekkan sebuah percakapan dalam bahasa Inggris.
09.32
Pertanyaan terakhir:
Bagaimana upaya anda dalam mengatasi masalah-masalah tersebut dalam pembelajaran speaking English di era new normal?
09.32
karena faktor lingkungan yang jarang menggunakan bahasa inggris, mungkin nanti kalau dari perangkat kelasnya membuat aturan yang tidak menggunakan bahasa Inggris selama pembelajaran akan di denda. Itu pasti bisa membuat mahasiswa di kelas lebih sering berlatih dalam speaking Inggris.
09.33
Oke done ya dek, udah dijawab semua. Terima kasih ya
09.33


10:21
Responden 30
Untuk mendukung data kuisioner, peneliti juga melakukan wawancara. Wawancara ini akan memberikan informasi pembaca untuk mengetahui pendapat tentang masalah dan kemungkinan penyebab masalah siswa dalam pembelajaran speaking di era new normal.
09.44
Baiklah pertanyaan pertama.
1. Bagaimana pendapat anda tentang pembelajaran speaking di era new normal?
09.44
1. Tentunya lebih baik karena saya lebih bisa memahami materi yang di sampaikan, lebih bisa menyampaikan serta mendapatkan informasi yang lebih luas. Contohnya, seperi bisa berdiskusi bersama dan saling bertukar pendapat kepada guru dan kawan-kawan tentunya.
09.45
Pertanyaan kedua:
Apa saja tantangan atau masalah siswa dalam pembelajaran speaking English di era new normal?
09.48
Pertanyaan ketiga: Apakah anda merasa takut membuat kesalahan dalam pembelajaran speaking English di era new normal?
09.49
Anda
Pertanyaan kedua:
Apa saja tantangan atau masalah siswa dalam pembelajaran speaking English di...
Menurut saya, masalah atau tantangan dalam speaking adalah kurangnya kosakata dan pendengaran yang baik saat pembelajaran online berlangsung, yang mana sering terkendala oleh sinyal, sehingga terkadang sulit untuk memahami materi pembelajaran yang disampaikan dosen. Ditambah lagi, pembelajaran di era new normal ini jam pelajarannya terbatas sehingga penjelasan materinya sedikit
09.50


10:22
Responden 30
09.50
Anda
Pertanyaan ketiga: Apakah anda merasa takut membuat kesalahan dalam pembelajaran speaking English di era ne...
Alasan saya merasa takut salah ialah, saya takut mendapat nilai yang rendah dari dosen karena tidak cukup baik dalam aspek-aspek speaking.
09.50
Pertanyaan keempat: Apakah anda merasa malu dalam pembelajaran speaking English di era new normal?
09.51
Anda
Pertanyaan keempat: Apakah anda merasa malu dalam pembelajaran speaking English di era new normal?
Jika saya speaking in English yang tidak sesuai pelafalan dan grammar nya saya sangat merasa malu terhadap guru dan teman-teman saya.
09.54
Pertanyaan kelima: Apakah anda merasa kurang percaya diri dalam pembelajaran speaking English di era new normal?
09.54
Anda
Pertanyaan kelima: Apakah anda merasa kurang percaya diri dalam pembelajaran speaking English di era new normal?
saya merasa tidak percaya diri dalam speaking ini karena saya insecure. Misalnya, saat dosen memberikan tugas membuat video berbicara bahasa inggris, saya tidak puas dengan hasilnya diri saya sendiri.
09.58


Pertanyaan keenam: Apakah anda merasa kurang motivasi dalam pembelajaran speaking English di era new normal?
09.58
Anda
Pertanyaan keenam: Apakah anda merasa kurang motivasi dalam pembelajaran speaking English di era new normal?
saya merasa malas, karena lemahnya semangat untuk bisa mahir dalam menggunakan bahasa Inggris.
10.03
Pertanyaan ketujuh: Apakah anda merasa cemas dalam pembelajaran speaking English di era new normal?
10.08
Anda
Pertanyaan ketujuh: Apakah anda merasa cemas dalam pembelajaran speaking English di era new normal?
Saat presentasi atau sedang tanya jawab dengan dosen saya sangat merasa cemas, itu membuat saya gemetaran. Sehingga apa yang sampaikan kurang bisa dipahami oleh pendengar. Karena saya belum cukup baik dalam speaking English, jadi saya merasa cemas jika teman-teman sekelas saya sudah cukup baik dalam hal itu mendapat nilai yang tinggi sedangkan saya tidak.
10.12
Pertanyaan kedelapan:
Bagaimana kalian berinteraksi satu sama lain dengan teman sekelas dan dosen dalam pembelajaran speaking English di era new normal?
10.12
Anda
Pertanyaan kedelapan:
Bagaimana kalian berinteraksi satu sama lain dengan teman sekelas dan dosen d...
Kirim pesan


10:22
Responden 30
Pertanyaan kedelapan:
Bagaimana kalian berinteraksi satu sama lain dengan teman sekelas dan dosen dalam pembelajaran speaking English di era new normal?
10.12
Anda
Pertanyaan kedelapan:
Bagaimana kalian berinteraksi satu sama lain dengan teman sekelas dan dosen d...
Saat pembelajaran English speaking, kami tidak banyak berinteraksi satu sama lain. Ketika pembelajaran online, sering terhambat oleh koneksi internet, kuota and etc. Adapun ketika pembelajaran offline, yang bersistem dua sesi, jadi jam pembelajaran terpotong dan sangat terbatas.
10.14
Pertanyaan kesembilan:
Bagaimana anda kehilangan konsentrasi saat pembelajaran speaking English di era new normal?
10.14
Anda
Pertanyaan kesembilan:
Bagaimana upaya anda dalam mengatasi masalah-masalah tersebut dalam pemb...
Upays saya untuk mengatasi hal tersebut dengan saya mengikuti Bimble Grammar sehingga itu bisa membuat lebih berani dalam speaking English dan menghafal lebih banyak vocabulary.
10.20
Oke done ya dek, udah dijawab semua. Terima kasih ya
10.21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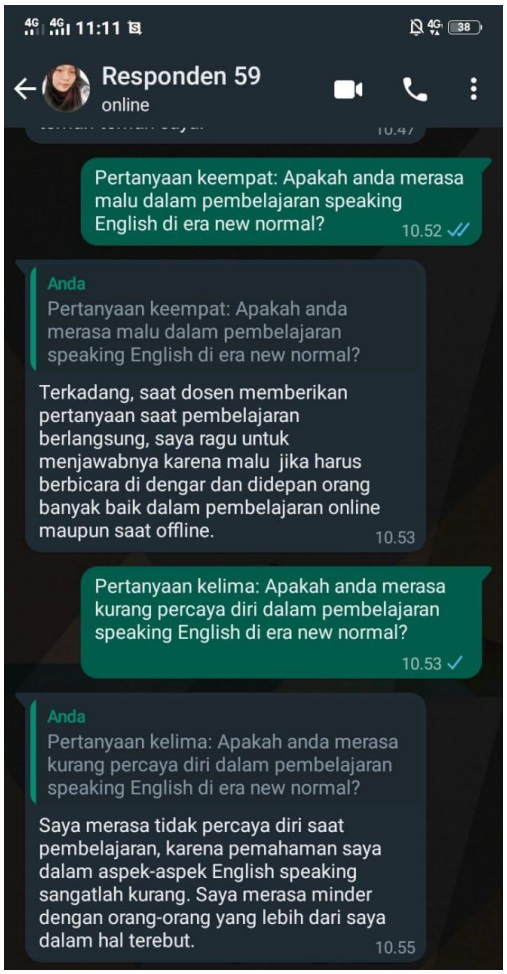
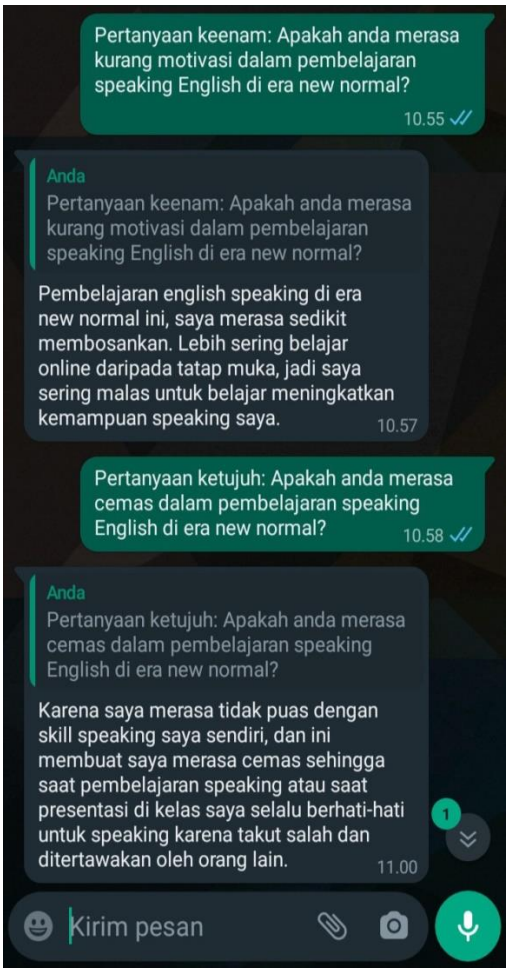
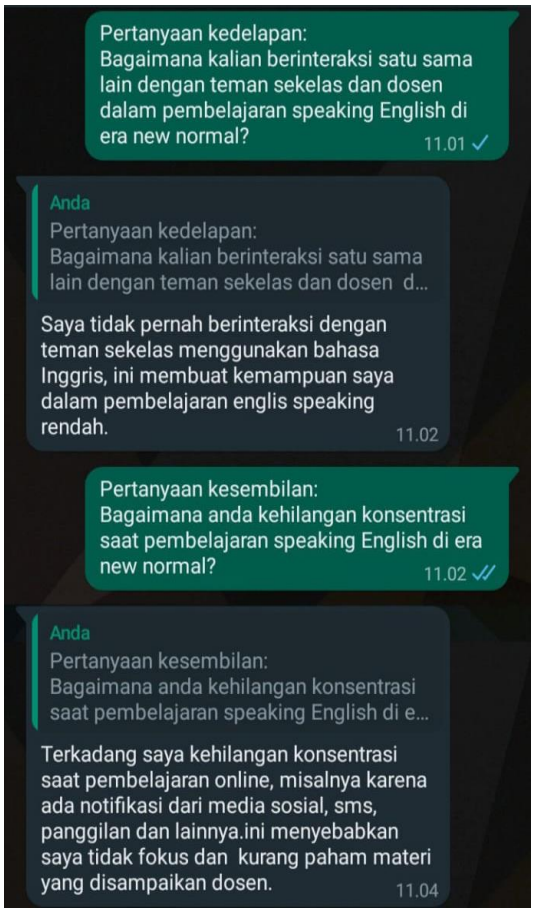
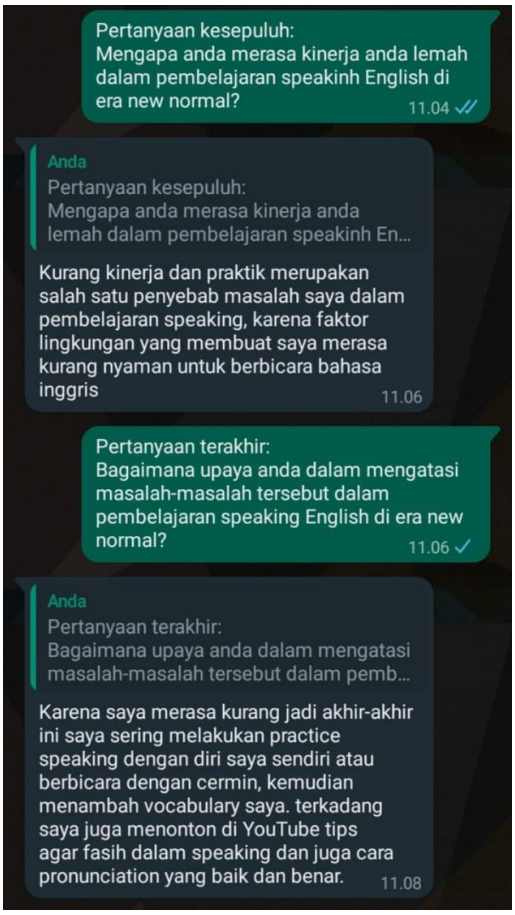
Responden 59
online
Untuk mendukung data kuisioner, peneliti juga melakukan wawancara. Wawancara ini akan memberikan informasi pembaca untuk mengetahui pendapat tentang masalah dan kemungkinan penyebab masalah siswa dalam pembelajaran speaking di era new normal.
10.40
Baiklah pertanyaan pertama.
1. Bagaimana pendapat anda tentang pembelajaran speaking di era new normal?
10.40
Menurut saya pembelajaran speaking pada era new normal ini kurang efektif, karena pembelajaran online cukup menghambat dalam belajar speaking. kami tidak dapat berinteraksi langsung dengan dosen atau teman-teman mahasiswa lainnya untuk mengasah skill speaking kami.
10.40
Anda
Baiklah pertanyaan pertama.
1. Bagaimana pendapat anda tentang pembelajaran speaking di era new norm...
Menurut saya pembelajaran speaking pada era new normal ini kurang efektif, karena pembelajaran online cukup menghambat dalam belajar speaking. kami tidak dapat berinteraksi langsung dengan dosen atau teman-teman mahasiswa lainnya untuk mengasah skill speaking kami.
10.43


11:11
Responden 59
online
Pertanyaan keempat: Apakah anda merasa malu dalam pembelajaran speaking English di era new normal?
10.52
Anda
Pertanyaan keempat: Apakah anda merasa malu dalam pembelajaran speaking English di era new normal?
Terkadang, saat dosen memberikan pertanyaan saat pembelajaran berlangsung, saya ragu untuk menjawabnya karena malu jika harus berbicara di dengar dan didepan orang banyak baik dalam pembelajaran online maupun saat offline.
10.53
Pertanyaan kelima: Apakah anda merasa kurang percaya diri dalam pembelajaran speaking English di era new normal?
10.53
Anda
Pertanyaan kelima: Apakah anda merasa kurang percaya diri dalam pembelajaran speaking English di era new normal?
Saya merasa tidak percaya diri saat pembelajaran, karena pemahaman saya dalam aspek-aspek English speaking sangatlah kurang. Saya merasa minder dengan orang-orang yang lebih dari saya dalam hal terebut.
10.55


Pertanyaan keenam: Apakah anda merasa kurang motivasi dalam pembelajaran speaking English di era new normal?
10.55
Anda
Pertanyaan keenam: Apakah anda merasa kurang motivasi dalam pembelajaran speaking English di era new normal?
Pembelajaran english speaking di era new normal ini, saya merasa sedikit membosankan. Lebih sering belajar online daripada tatap muka, jadi saya sering malas untuk belajar meningkatkan kemampuan speaking saya.
10.57
Pertanyaan ketujuh: Apakah anda merasa cemas dalam pembelajaran speaking English di era new normal?
10.58
Anda
Pertanyaan ketujuh: Apakah anda merasa cemas dalam pembelajaran speaking English di era new normal?
Karena saya merasa tidak puas dengan skill speaking saya sendiri, dan ini membuat saya merasa cemas sehingga saat pembelajaran speaking atau saat presentasi di kelas saya selalu berhati-hati untuk speaking karena takut salah dan ditertawakan oleh orang lain.
11.00
Kirim pesan


Pertanyaan kedelapan:
Bagaimana kalian berinteraksi satu sama lain dengan teman sekelas dan dosen dalam pembelajaran speaking English di era new normal?
11.01
Anda
Pertanyaan kedelapan:
Bagaimana kalian berinteraksi satu sama lain dengan teman sekelas dan dosen d...
Saya tidak pernah berinteraksi dengan teman sekelas menggunakan bahasa Inggris, ini membuat kemampuan saya dalam pembelajaran englis speaking rendah.
11.02
Pertanyaan kesembilan:
Bagaimana anda kehilangan konsentrasi saat pembelajaran speaking English di era new normal?
11.02
Anda
Pertanyaan kesembilan:
Bagaimana anda kehilangan konsentrasi saat pembelajaran speaking English di e...
Terkadang saya kehilangan konsentrasi saat pembelajaran online, misalnya karena ada notifikasi dari media sosial, sms, panggilan dan lainnya.ini menyebabkan saya tidak fokus dan kurang paham materi yang disampaikan dosen.
11.04


Pertanyaan kesepuluh:
Mengapa anda merasa kinerja anda lemah dalam pembelajaran speakinh English di era new normal?
11.04
Anda
Pertanyaan kesepuluh:
Mengapa anda merasa kinerja anda lemah dalam pembelajaran speakinh En...
Kurang kinerja dan praktik merupakan salah satu penyebab masalah saya dalam pembelajaran speaking, karena faktor lingkungan yang membuat saya merasa kurang nyaman untuk berbicara bahasa inggris
11.06
Pertanyaan terakhir:
Bagaimana upaya anda dalam mengatasi masalah-masalah tersebut dalam pembelajaran speaking English di era new normal?
11.06
Anda
Pertanyaan terakhir:
Bagaimana upaya anda dalam mengatasi masalah-masalah tersebut dalam pemb...
Karena saya merasa kurang jadi akhir-akhir ini saya sering melakukan practice speaking dengan diri saya sendiri atau berbicara dengan cermin, kemudian menambah vocabulary saya. terkadang saya juga menonton di YouTube tips agar fasih dalam speaking dan juga cara pronunciation yang baik dan benar.
11.08

13/01 2022

Hanura Febriani

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