

## ENGLISH SPEAKING LEARNING CHALLENGES AMID COVID-19 PANDEMIC : A CASE STUDY OF SENIOR HIGH SCHOOL

Hirawati<sup>1</sup>, Siti Ermawati, M.Pd.<sup>2</sup>, Refi Ranto Rozak, M.Pd.<sup>3</sup>

<sup>123</sup>English Education Department, IKIP PGRI Bojonegoro

email : [hirawatibalen2010@gmail.com](mailto:hirawatibalen2010@gmail.com)<sup>1</sup>

email : [ermawati.saja2016@gmail.com](mailto:ermawati.saja2016@gmail.com)<sup>2</sup>

email : [refi.ranto@ikipgribojonegoro.ac.id](mailto:refi.ranto@ikipgribojonegoro.ac.id)<sup>3</sup>

### **Abstract**

*Learning to speak during the COVID-19 Pandemic is very difficult because you have to use online learning. Therefore, the use of WhatsApp voice messages is very helpful in the process of learning to speak. This study aims to find out the challenges faced by teachers and students in learning to speak English using WhatsApp voice message media. This research was conducted on 1 teacher and 8 students (4 boys and 4 girls) grade 11 Social Sciences 4 on 1-31 May 2021 at a high school in Blora Regency, Central Java, Indonesia. This research was conducted with a qualitative approach with case study design and data collection techniques in the form of interviews, observations, and documentation. The results of this study indicate that there are several findings found in learning to speak. process. with WhatsApp voice messages, namely 1. WhatsApp voice messages are easy to use, 2. nervous to the point of losing vocabulary, 3. unstable signal, 4. confused about expressing opinions, 5. feeling lazy because of lack of motivation. So it can be concluded in this study that learning with WhatsApp voice messages runs smoothly, effectively and efficiently even though there are problems (challenges) during the pandemic but it is not an obstacle in the learning process, because it is proven in terms of high-value results.*

*Keyword : Online learning, speaking, whatsapp voice message*

### **Abstrak**

*Belajar berbicara di masa Pandemi COVID-19 sangat sulit karena harus menggunakan pembelajaran online. Oleh karena itu, penggunaan pesan suara WhatsApp sangat membantu dalam proses belajar berbicara. Penelitian ini bertujuan untuk mengetahui tantangan yang dihadapi guru dan siswa dalam pembelajaran berbicara bahasa Inggris menggunakan media pesan suara WhatsApp. Penelitian ini dilakukan pada 1 guru dan 8 siswa (4 laki-laki dan 4 perempuan) kelas 11 IPS 4 pada tanggal 1-31 Mei 2021 di sebuah SMA di Kabupaten Blora, Jawa Tengah, Indonesia. Penelitian ini dilakukan dengan pendekatan kualitatif dengan desain studi kasus dan teknik pengumpulan data berupa wawancara, observasi, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa ada beberapa temuan yang ditemukan dalam proses belajar berbicara dengan pesan suara WhatsApp, yaitu 1. Pesan suara WhatsApp mudah digunakan, 2. gugup sampai kehilangan kosa kata, 3. sinyal tidak stabil, 4 .bingung dalam menyampaikan pendapat, 5. merasa malas karena kurang motivasi. Sehingga dapat disimpulkan dalam penelitian ini bahwa pembelajaran dengan pesan suara WhatsApp berjalan dengan lancar, efektif dan efisien walaupun ada kendala (tantangan) di masa pandemi namun tidak menjadi kendala dalam proses pembelajaran, karena terbukti dari segi hasil yang bernilai tinggi.*

*Kata Kunci : Pembelajaran online, berbicara, pesan suara whatsapp*

## INTRODUCTION

The Covid-19 Pandemic has caused learning throughout Indonesia to use online learning. According to Mulyani (2020), through e-learning the material provided to students can be accessed anytime and from anywhere, besides getting material that is equipped with various supporting learning sources including multimedia. Several research results show that technology has many positive influences in learning activities, in the form of Video, Telegram, WhatsApp, Zoom, Blog, and others. (Badrudin, A. R., Ginanjar, M. H., & Wartono, W. 2020). Furthermore, Sabelina, F. N., & Tiarina, Y. (2021) states that electronic learning can offer effective teaching methods, such as practicing with related feedback, personalizing learning pathways based on student needs, combining collaborative activities with independent learning, and using simulations and games.

By using this media, the English teacher can build 4 skills at once, including Reading, Listening, Writing, and Speaking. Among the 4 skills, the most difficult to teach is speaking, so that speaking skills are often not taught, even though only material and questions are taught without explanation. Megawati (2016) in their research found that the difficulty students often face when speaking English lies in the lack of English vocabulary. Problems in learning English are not only found at the primary, secondary and upper education levels, but will continue to the tertiary level. Several studies have proven this in individual English language skills (Megawati 2016). Some of the factors that cause student difficulties lie in the student's affective factors. This is reinforced by the results of research by Megawati (2016) which states that the factor that causes difficulty in learning to speak is the frequency of practice.

To overcome this problem, the researcher finally conducted research at a public high school in Blora Regency, where the teachers there used the WhatsApp application for online speaking lessons (using voice messages). One of them is in

the world of education, the use of the Whatsapp voice message application can support the success of the teaching and learning process / have a positive impact on students in the Ainun & Sholihah (2020) speaking class. According to Hartati (Radar Semarang, August 25, 2020) Audio media for learning is material that contains messages in auditive form (vocal cords or sound plates), because they can stimulate students' thoughts, feelings, attention and willingness. Participants' perceptions of the use of WhatsApp in learning vocabulary showed that in general participants had a positive attitude towards learning through WhatsApp (Darmalaksana, 2020). So it can be said that the learning process of speaking with WhatsApp voice messages is more effective and efficient.

According to Rohmadona (2019) speaking is one of the most important skills to be developed and enhanced as means of effective communication. In conclusion speaking is system to transferring and informing all of the various meaning to other people. As a tool of communication, speaking are spoken words that is used to show meaning in our human life. Speaking as a language skills that consists of producing systematic oral utterances that are simply things say to express the ideas. When talking about the main idea, it is important to know the direction of the speech or the flow of the speech. When communicating well with the interlocutor, the flow of speech determines the direction of our conversation to be able to provide information to the interlocutor.

Bustari & Achmad (2017) speaking is the act of saying something orally in which the act is built by a language system containing grammar, vocabulary, pronunciations as well as cultural awareness in a spoken discourse. When speaking we must use good and correct language. Namely, using polite words. In terms of the culture in which we live. Different cultures also differ in how we speak politely. For example, Indonesian people, especially in Java, when talking to parents, should use Kromo Inggil or good Indonesian.

From the opinions of the experts above, it can be said that speaking is used as a very important means of communication in conveying oral information. In addition, Speaking contains vocabulary grammar, conscious pronunciation and simple to express ideas. Speaking good English means making our interlocutors understand what information we are giving. So that there is no misunderstanding with the meaning given. And when we can communicate fluently, well, and correctly in speaking English it means we can speak a foreign language perfectly (our interlocutors understand what we are talking about / understand with the information we provide). In the process of learning speaking during the COVID-19 pandemic using online learning.

Online learning is a growing alternative way of education for students studying at universities or in high schools due to limited time and space unable to attend face-to-face classes (Gustiani 2020). It can be said that online learning is learning using the internet, application platform (e-learning), which is not done face-to-face but is done virtually. According to Gustiani (2020) defines online learning as "distance learning that can connect to one another via an internet connection. That means learning is carried out with various platforms, for example, WhatsApp Application. Based on the theory above, the researcher can conclude that online learning uses an internet connection that requires several applications to support the teaching and learning process without face to face class. In this study, researchers used WhatsApp as a medium/platform for learning to speak English (WhatsApp voice messages).

WhatsApp is a media platform that requires an internet connection to connect with people around the world. WhatsApp can support teachers and students in conducting online classes if they cannot attend face-to-face; They can attend classes through the WhatsApp group as an online learning medium. In addition, WhatsApp can send chat messages, voice messages and even send photos or make video calls. According to Barhoumi (2015: 222),

WhatsApp comes from the English phrase "whats' up?" what new means? An instant messaging application for Smartphones that allows users to exchange images, videos, and audio or written messages using the internet. Plana et al. (2013) examined the use of WhatsApp in English studies among students in Spain, and their findings indicated that students reported greater increases in motivation and enthusiasm for reading in a foreign language. WhatsApp has become a common platform that increases accessibility, encourages cooperation, and intensifies motivation to take an active role in academic work (Bensalem, 2018). So, it can be said that the use of WhatsApp (WhatsApp voice messages) has proven to be effective in improving student learning, especially in learning to speak English.

In this study, the researcher felt that this study was worthy of research because the researcher used learning to speak with the Whatsapp voice message media, besides being able to provide motivation to learn it was also fun. This study is almost the same as the previous research, the difference is only in the way of teaching it, this research discusses more about how to teach speaking to students easily and pleasantly, so this research is worthy of research. The similarity with previous research is the use of WhatsApp voice messages in learning speaking skills. Students feel that speaking English is difficult to learn, but by speaking using the Whatsapp voice media, speaking becomes easier and more fun to learn. The purpose of this study was to find out the challenges faced by teachers and students in online speaking learning using Whatsapp voice messages during the COVID-19 pandemic.

## **RESEARCH METHOD**

In this study, researchers will use qualitative research. Qualitative research is research that does not use mathematical, statistical or computer models. The research process begins by compiling the basic assumptions and rules of thought that will be used in the research. Qualitative research is research in which the researcher does not

use numbers to collect data and provide interpretations of the results. According to (Fatmawati, 2021), "qualitative research is a procedure that produces descriptive data in the form of words or writings and the attitudes of the people being observed". This qualitative research is very suitable for research with a case study design because data collection is easier and conditions do not allow for experimental research, especially since the whole world is affected by the COVID-19 pandemic.

In this study, researchers will use a case study research design as a qualitative research branch. According to Creswell (2014), "a case study is a study that explores the bound system or cases (or it could be several cases) that occur in a certain period of time through the collection of in-depth and detailed data from various sources. Collecting information in a case study according to Creswell (2014), "can be done by conducting interviews with informants, direct field observations, as well as various documents and reports that already exist and material in the form of audiovisual material". Researchers chose a case study as the research design because they wanted to investigate the challenges faced by teachers and students in learning to speak online using WhatsApp voice messages during the COVID-19 pandemic. So, to be able to carry out this research the researcher himself must be present in the field (the presence of the researcher is very important) to witness how the learning takes place.

#### **The Source of the Data**

In this study, the data sources used were primary and secondary data sources. According to Sugiyono (2017), primary data sources are data sources that directly provide data to data collectors. The primary data source in this research is by conducting interviews and observations. Sources of data from the interviews were the results of

interviews between teachers and students related to online speaking learning which was conducted at the home of the teacher and students directly (for students we conduct interviews with whatsapp voice messages directly). While the data source Observations are carried out directly, the 11th grade high school speaking learning process uses Whatsapp (Whatsapp voice) virtually, why is it virtual because in the Blora area learning is not allowed offline. The secondary data source is in the form of documentation that will complement the primary data source. The definition of secondary data according to Sugiyono (2015) is a data source that does not directly provide data to data collectors, for example through other people or through documents. The documentation in this study is in the form of screenshot photos of the learning process between teachers and students. Sources of data were obtained from high school English teachers and students in Blora Regency. Through interviews, observation, and documentation, the number of teachers studied was 1 female and 8 students (the teacher interviewed taught in class 11 IPS 4 and the number of students was 38, taken 20% = 8 students, male 4 and female 4).

#### **The Technique of Data Collection**

Data collection techniques are methods used to collect information or facts in the field. According to Rahayu (2020), data collection techniques are the most strategic steps in research, because the main purpose of research is to collect data. Data collection techniques in this study using interview techniques, observation, and documentation.

##### **a. Interview**

Interviews are direct conversations conducted by two parties with one predetermined goal. The interview method is identical to the interview, in simple terms it can be interpreted as a dialogue carried

out by the interviewer (interviewer) to get information from the source. The conversation was carried out by two parties, namely the interviewer (interviewer) who asked the question and the interviewee (interviewee) who gave the answer to the question (Meleong, 2007).

This interview will be addressed to teachers and students in one of the schools in Bora, to be precise, teachers and students of grade 11 IPS 4 in SMAN 1 CEPU and the interviewer is the researcher himself, which is carried out directly at the teacher's and student's house by using a smartphone to record the sound of the interview (for students we conduct interviews with whatsapp voice messages directly). The topics that are asked of teachers and students, about learning English online or maybe there are about 3 question topics.

The list of interview's topic:

1. Teacher' and students perception in teaching speaking during COVID-19 outbreak.
2. Process of teaching speaking during Covid-19 Pandemic
3. The challenges in teaching speaking during COVID-19 Pandemic

This interview was conducted on May 4, 2021 for about 3 hours of conducting interviews and took place at the teacher and student's house (interview students using WhatsApp voice message directly at May 26, 2021 because COVID-19 Pandemic). That after the data from the interview is obtained, the researcher will transcribe the results of the interview into written text for analysis. In this way the researcher can get the data from the interviews between the teacher and the student.

#### **b. Observation**

According to Sugiyono's opinion (2017), observation is a data collection technique for observing human behavior,

work processes, and natural phenomena, and respondents. It can be said that observation is a collection of data to observe the subject to be studied. In this study, researchers made direct observations to find facts in the field. This observation was carried out by researchers to observe online English learning carried out by teachers and students, in one of the Bora High Schools, precisely in class 11 IPS 4 which was held on 1-31 May 2021 at the teacher's house directly. In this observation, the researcher uses non-participant observation, that is, the researcher only directly observes the state of the object, but the researcher is not active and participates directly. Observations made are expected to obtain data that is appropriate or relevant to the research topic.

#### **c. Documentations**

The use of documents has long been used in research as a data source because in many cases documents as data sources are used to test, interpret, and even predict (Moleong, 2007). There is documentation to support data or as complementary data. The documentation here is in the form of photos (screenshot photo learning process), voice recordings (screenshot photo interview) and videos of teaching and learning activities (screenshot and photo learning process using WhatsApp voice message) carried out by the teacher and students which were taken using a smartphone while conducting interviews and observations.

#### **Data Analysis Technique**

Data analysis in qualitative research was carried out before entering the field, during the field, and after finishing in the field. Before explaining the various data analysis techniques, then it can be explained in advance regarding the meaning of data analysis. According to Sugiyono (2017), data analysis is the process of systematically arranging data obtained from

interviews, field notes, and documentation, by organizing data into categories, describing them into units, synthesizing, arranging into patterns, choosing which ones are important and which will be learned, and draw conclusions so that they are easily understood by oneself and others. Data analysis techniques have the principle of processing data and analyzing the collected data into systematic, orderly, structured, and meaningful data. Sugiyono (2017) argues that activities in qualitative data analysis are carried out interactively and continuously until completion, so that the data is saturated. Activities in data analysis, namely:

**a. Data Reduction**

There are quite a lot of data obtained from the field, therefore it is necessary to record it carefully and in detail. The longer the researcher goes to the field, the more and more complex and complicated the amount of data is. For this reason, it is necessary to immediately analyze data through data reduction. Reducing data means summarizing, researching main things, focusing on important things, looking for themes and patterns.

**b. Data Display**

In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like. The most frequently used way to present data in qualitative research is narrative text. In this case the researcher will present the data in text form, to clarify the results of the research it can be assisted by including tables or pictures.

**c. Conclusion  
Drawing/Verivication**

Conclusions in qualitative research may be able to answer the formulation of problems formulated from the start, but maybe not, because it has been argued that

the problems and problem formulations in qualitative research are still temporary and will develop after the research is in the field. The conclusions in qualitative research are new findings that have never existed before. Findings can be in the form of descriptions or descriptions of an object that was previously dim or dark so that after being examined it becomes clear, it can be in the form of a causal or interactive relationship. Hypothesis or theory.

**FINDINGS AND DISCUSSION**

After conducting interviews, observations and documentation of the purpose of the problem in the form of challenges faced by teachers and students in learning to speak online using WhatsApp voice messages during the COVID-19 Pandemic. Researchers found:

This research had conducted interviews with the English teacher of class 11 IPS 4 with the initials SH. This interview had taken place on Tuesday, May 4, 2021 at Mrs. SH's house. Why did I choose Mrs. SH because she was a teacher who teaches speaking used WhatsApp voice messages as well as homeroom teacher of 11 IPS 4 who teaches at SMAN 1 CEPU. From the interview, the researcher got a lot of information, one of which was the teaching and learning process with WhatsApp voice messages by way of SH said good morning to her students used WhatsApp voice messages, distributing material (songs), being given a theme song, discussing the song, singing and interpreting or interpreting songs and their figures of speech. The reason SH used this media is because it was easy to use, cheap, and fun. , as SH said : *“I teach speaking English with WhatsApp voice message media, the reason I use this media is because it is easy, cheap and saves quota. During the pandemic, face-to-face learning is prohibited, therefore the use of voice messages is very easy, effective and*

*efficient in learning. Teaching method: In teaching we choose topics that are easy for students to understand in learning to speak English during the Pandemic, so that students don't feel pressured and enjoy learning. First, communicate with students (greeting). Second, they are given English language material in the form of songs, to be studied first. Third, Give the theme of the song, then ask students to sing the song and understand the meaning of the song and its metaphor."*

In addition, SH also faces challenges in teaching speaking English using WhatsApp voice messages, namely frequently monitoring students, being patient with students who do not follow lessons and having difficulty teaching pronunciation and vocabulary. SH said that she could teach pronunciation face to face. Second, she asked students how they were doing. Third, she must be patient with students when they did not follow the lesson.

When using WhatsApp voice messages in the learning process, apart from challenges, there are also difficulties. According to this SH, some of the obstacles he faces are not being able to see facial expressions, lip movements due to not teaching face to face, the most important factor is the role of parents in assisting learning. Parents play an important role in online learning, at home it is the responsibility of parents to accompany their children to study but parents are not always there, may have to work even if there is no parental role this learning will not work. As SH . said *"First, the problem with using WhatsApp voice messages is that we can't see the expressions on the lips, body movements and if the pronunciation is wrong, we can't correct them directly. Second, there must be a role for parents. , if not learn with this system will not work. Third, money and signals"*.

SH's perception of teaching speaking English using voice messages during COVID-19, according to her, has the advantage that even though there is a COVID-19 pandemic, learning to speak can still be carried out smoothly. The disadvantage of using messages is that SH does not know whether the students are cheating or not and cannot justify the pronunciation or vocabulary face-to-face. As SH said in her interview: "disadvantages of WhatsApp voicemail: First, it cannot handle students directly. Second, it is difficult to correct incorrect pronunciation and vocabulary. Third, cannot meet face-to-face, Pros: *"First, with WhatsApp voicemail, children can learn to speak even during the pandemic. Second, learn to speak fluently with WhatsApp voice messages."*

The researcher also conducted interviews with students in grade 11 Social Studies 4. There were 8 students interviewed (4 boys with the initials ED, DA, NN, GK and 4 girls with the initials CD, AW, AA, VO). The interview date was held on Wednesday, May 25, 2021 using WhatsApp voice messages at the students' own homes. The reason I chose this research subject is because ED and his friends are class administrators. The topics discussed in this interview are divided into 3, namely First, the process of learning to speak English during the COVID-19 pandemic using WhatsApp voice messages. Second, the challenge of learning to speak during the COVID-19 pandemic using WhatsApp voice messages. Third, students' perceptions of learning to The first thing we will discuss first is the process of learning to speak English during the COVID-19 pandemic using WhatsApp voice messages. According to ED, DA, NN, GK, CD, AW, AA, and VO, they have the same opinion about the speaking learning process, namely first, the teacher provides song

material that is sent to the WhatsApp 11 IPS 4 group. The second one says good morning, gives a theme song to discuss, sings the theme song, then finally interprets the meaning of the song (the moral value of the song). ED stated that during the learning process speaking English was smooth because the application was easy to use. *As ED said that he was learning went smoothly because the media was easy to use.*

When learning to speak using WhatsApp voice messages, the challenges of students in carrying out learning related to speaking are laziness, unstable signals, understanding of the material, lack of vocabulary, and nervousness. These problems are the problems most often faced by students in learning WhatsApp voice messages. As NN said that he felt lazy when learning to speak. ED believes that the biggest challenge in learning speaking was nervousness. At that time I was asked by the teacher to sing in the class group with WhatsApp voice messages, I was nervous because I was afraid of mispronouncing the vocabulary. GK said that he had difficulty because the signal was not stable in learning speaking. Unstable signal. VO stated that the difficulty in following the lesson was in the form of difficulty understanding the material. My cellphone was an error, it is difficult to understand the material. According to DA's opinion, he had been difficulty learning speaking used voicemail because he lack vocabulary. Understand some vocabulary.

The opinions of teachers besides students experiencing problems and challenges in learning English speaking, here are also students' opinions about learning English speaking during the covid-19 pandemic by using WhatsApp voice messages in the form of as long as they use WhatsApp voice messages, they think it's easy to use and effective in learning. This is

in accordance with the statements of ED, NN, GK, AW, AA, and VO. ED said that Disadvantages: none. Pros: easy to use. NN said that Disadvantages: none. Pros: easy to use. GK said that Disadvantages: none. Pros: easy to use. AW said that Disadvantages: none. Pros: easy to use. AA said that Disadvantages: none. Pros: easy to use. VO said that Disadvantages: none. Pros: easy to use.

### **The result of observation of studens and teacher**

The researcher has observed online learning with WhatsApp voice messages directly at SH's house on Tuesday, May 4, 2021, and is also part of the 11 IPS 4 group. As we know this learning cannot be done face-to-face but online due to the covid -19 pandemic. . So that the learning process of speaking with WhatsApp voice messages was found that the teacher did the learning according to the lesson plan. The learning process is as follows, learning is carried out with WhatsApp voice messages, material is sent through social studies group class 11 4. The teacher gives greetings, then learning interactions occur between teachers and students, namely the teacher asks questions about the theme song, then students give feedback about the song.

So that teachers better understand the moral message. , the meaning contained and the figure of speech contained in the song. When learning, of course there are obstacles in the form of students who are confused about expressing opinions with the WhatsApp voice message application. Although this learning has problems, it still runs smoothly, before the teacher ends the lesson the teacher gives the task of singing songs, interpreting the contents of the song, moral values in songs, and figurative sentences. After being given assignments by the teacher, students are given one week to submit their assignments. Finally, to find out that students understand the explanation



of the speaking song, the teacher finally gives an evaluation in terms of the value of the observation.

From the results of the interview, it can be concluded that online learning with WhatsApp voice messages runs smoothly because of its effective and efficient use and easy to use. But here there are some obstacles, nervous because of lack of vocabulary, unstable signal and feeling lazy because of lack of motivation. Meanwhile, from the observations, it was found that students were confused in expressing their opinions, even though there were obstacles students could overcome because it was proven in terms of a fairly good score between 80-90 which means this learning was successful.

The discussion is about The Challenges faced by Teacher and Students in Teaching and Learning Speaking Online Using Whatsapp Voice Messages during COVID-19 Pandemic. From the results of the learning process to speak during a pandemic with WhatsApp voice messages, it shows that it is easy to use and effective for learning because using WhatsApp voice messages is faster in sending material and can communicate fluently in learning to speak English. According to Nurazizah (2019) regarding the use of WhatsApp to talk, her research states that the use of WhatsApp voice messages in learning has proven to be effective and provides a positive response for its users. This shows that when learning English with WhatsApp voice messages is very easy. According to Wulandari & Mandasari (2020), regarding the use of whatsapp for learning to speak during the pandemic, his research states that this media is very helpful for learning English because it is easy to use. It can be concluded that the use of WhatsApp voice messages is indeed able to help learning to speak English continue smoothly despite the pandemic.

The problem faced in learning to speak is nervousness. This feeling of nervousness is caused by a lack of understanding of vocabulary in speaking English. So that they do not understand the questions given by the teacher, for example: they often ask to repeat the question again because they do not understand the meaning of the question. According to Riyadoh (2018), the effectiveness of WhatsApp voice messages to improve speaking skills, his research states that there is nervousness which results in a lack of vocabulary, when students speak sometimes they forget what words to say next, because they are nervous so they forget vocabulary. So it can be concluded that feeling nervous results in not mastering vocabulary.

The next problem faced in learning to speak in the 2021 century which is most often found in Indonesia is an unstable or bad signal that causes online learning to be ineffective. According to Fatmawati, A.M, (2021), regarding learning English using WhatsApp groups, she stated that signals are an obstacle in learning English because not every student's house has a stable signal that hinders learning. So it can be concluded that learning can run smoothly as long as the signal is stable.

The last problem is laziness due to lack of motivation in following speaking lessons. This lack of motivation often occurs in online learning, there are some students who do not follow the lesson because there is no signal and learn on their own. According to Rahayu, SS, (2020), her research on the difficulty of speaking English states that the lack of motivation from students occurs because they live in villages where there is rarely a signal, and there are no friends to study with when learning to speak. online.

From the results of observing the English speaking learning process with WhatsApp voice messages, it was found

that students experienced confusion in expressing opinions during the learning process. Why do these students feel confused in expressing their opinions because they are slow in answering questions from the teacher. According to El-Sulukiyah (2016), in his research on the use of voice messages to improve students' pronunciation, it was stated that there were indeed some students who were confused about expressing opinions because they were slow in answering the questions given. However, the use of voice messages in speaking pronunciation learning is successful because students are enthusiastic and ready to apply new learning tools. So it

## CONCLUSION

After analyzing the Challenges faced by Teachers and Students in Teaching and Learning Speaking Online Using WhatsApp Voice Messages during the COVID-19 Pandemic, it can be concluded that this research on speaking with voice messages has proven to be effective and easy to use as seen from the fairly high average score. In this study there were challenges in the form of teachers and students experiencing learning difficulties in the form of confused about expressing opinion, nervousness (lack of vocabulary), unstable signals, lack of understanding of the material and also feeling lazy. Although there are challenges, it does not become an obstacle for them to carry out learning to speak English.

## REFERENCES

- Ainun, N. H., Nurweni, A., & Sholihah, L. (2020, October). The Students' Perception of Voice Chatting through WhatsApp in Speaking Class. In International Conference on Progressive Education (ICOPE). SKRIPSI UNIVERSITAS LAMPUNG, FKIP.
- Badrudin, A. R., Ginanjar, M. H., & Wartono, W. (2020). The Effectiveness Of Online Based Learning During The Covid-19 Pandemic At Private School In Bogor. *Edukasi Islami: Jurnal Pendidikan Islam*, 9(02), 480-494. Dari <http://jurnal.staialhidayahbogor.ac.id/index.php/ei/article/view/909>
- Barhoumi, C. (2015). The effectiveness of WhatsApp mobile learning activities guided by activity theory on students' knowledge management. *Contemporary Educational Technology*, 6(3): 221-238. Dari <https://eric.ed.gov/?id=EJ1105764>
- Bensalem, Elias. (2018). The Impact of WhatsApp on EFL students' Vocabulary Learning. DOI: <https://dx.doi.org/10.24093/awej/vol19no1.2>
- Bustari, A., Samad, I. A., & Achmad, D. (2017). The use of podcasts in improving students' speaking skill. *JELE (Journal of English Language and Education)*, 3(2), 97-111. Dari <http://ejurnal.mercubuana->

can be concluded that the occurrence of students confused expressing opinions because they are slow in answering the questions given.

So it can be concluded that learning speaking online with voice messages during a pandemic is a new thing for teachers and students to continue to be able to learn English. With this learning, students can still carry out learning smoothly even though there are problems in the form of nervousness due to lack of vocabulary, unstable signals, confused expressing opinions, and feeling lazy due to lack of motivation. This is what hinders learning to speak English.

- [yogya.ac.id/index.php/jele/article/view/256](http://yogya.ac.id/index.php/jele/article/view/256)
- Creswell, J. W. (2014). *Research Design Qualitative, Quantitative and Mixed Methods Approaches*: Sage Publications, Inc.
- Darmalaksana, W. (2020). *WhatsApp Kuliah Mobile*. Fakultas Ushuluddin UIN Sunan Gunung Djati Bandung. Dari <http://digilib.uinsgd.ac.id/30354/>
- Fatmawati, A. M. (2021). *WHATSAPP GROUP AS THE LEARNING MEDIA TO TEACH ENGLISH AT THE XIth GRADE OF SMA BAKTI PONOROGO* (Doctoral dissertation, IAIN Ponorogo). SKRIPSI TIDAK DITERBITKAN, IAIN PONOROGO
- Gustiani, S. (2020). *STUDENTS' MOTIVATION IN ONLINE LEARNING DURING COVID-19 PANDEMIC ERA: A CASE STUDY*. *HOLISTICS*, 12(2). Dari <https://jurnal.polsri.ac.id/index.php/holistic/article/view/3029>
- Hartati, Sri. 25 Agustus 2020. *Asyiknya Belajar Speaking dengan Pesan Suara WA*. Radar Semarang, hlm. 1.
- Megawati, F. (2016). Kesulitan mahasiswa dalam mencapai pembelajaran bahasa Inggris secara efektif. *PEDAGOGIA: Jurnal pendidikan*, 5(2), 147-156. Dari <http://ojs.umsida.ac.id/index.php/pedagogia/article/view/246>
- Moleong, L. J. 2007. *Metode Penelitian Kualitatif (Edisi Revisi)*. Bandung: PT REMAJA POSDAKARYA
- Mulyani, S. (2020). *STUDENTS' PERCEPTION AND MOTIVATION TOWARD ENGLISH E-LEARNING DURING COVID-19 PANDEMIC (A STUDY AT THE TENTH GRADERS AT SMA N 1 SURUH IN THE ACADEMIC YEAR OF 2019/2020)*. SKRIPSI TIDAK DITERBITKAN, SKRIPSI SRI MULYANI TBI 2016
- Plana, M. G.-C., Gimeno, A., & Appel, C. (2013). *Improving learners' reading skills through*
- Rahayu, S. S. (2020). *STUDENTS' DIFFICULTIES IN ENGLISH SPEAKING LESSON AT THE TWELFTH GRADE OF SMA N 1 JATINOM IN THE ACADEMIC YEAR OF 2020/2021* (Doctoral dissertation, IAIN Surakarta).
- ROHMADONA, R. (2019). *IMPROVING STUDENT'S SPEAKING SKILL BY DESCRIBING PICTURE TO THE SEVENTH GRADE OF MTS MA'ARIF NU TANJUNGSARI JENANGAN PONOROGO IN THE ACADEMIC YEAR 2018/2019* (Doctoral dissertation, Universitas Muhammadiyah Ponorogo).
- Sugiyono. (2015). *Metode Penelitian Kuantitatif, Kualitatif, dan Kombinasi (Mixed Methods)*. Bandung: Alfabeta
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan Kombinasi (Mixed Methods)*. Bandung: Alfabeta.