

CHAPTER IV

FINDINGS AND DISCUSSIONS

The fourth of this chapter presented the findings and discussions of the study. The finding was designed to answer the research problem such as the students' perception and the problem of self-confidence toward speaking in an English online class, then the discussion discussed the findings of this research.

A. Findings

In the English Education Department of Antasari State Islamic University in Banjarmasin, there was a Speaking II course that have been taken by the students in the third semester. There were seven topics of Speaking II namely telling procedure, polite request, warning, and prohibition, giving and asking for advice, giving prediction and probability, asking and giving an opinion, and telling movie stories. All of these topics were related to daily, pushing students to practice with people, new environments and challenges will help the students to improve and support students speaking skills. These topics also made the students not only learn about theory but also practice. Every topic will be in two meetings. The first meeting on each topic is time for the students to understand the material. The second meeting of each topic is time for the students to practice the expression (somehow use it in conversation).

The data of this study was collected through questionnaires and interviews. There were 80 respondents on the questionnaire and 8 informants that had been

interviewed to help the researcher for answer the research question.

1. The Students' Perception of Self-Confidence toward Speaking in Online Speaking Class

In this study, 15 statements had been the results of students' responses related to measuring the students' self-confidence toward speaking in online speaking classes. The 15 statements could be seen in the following table below:

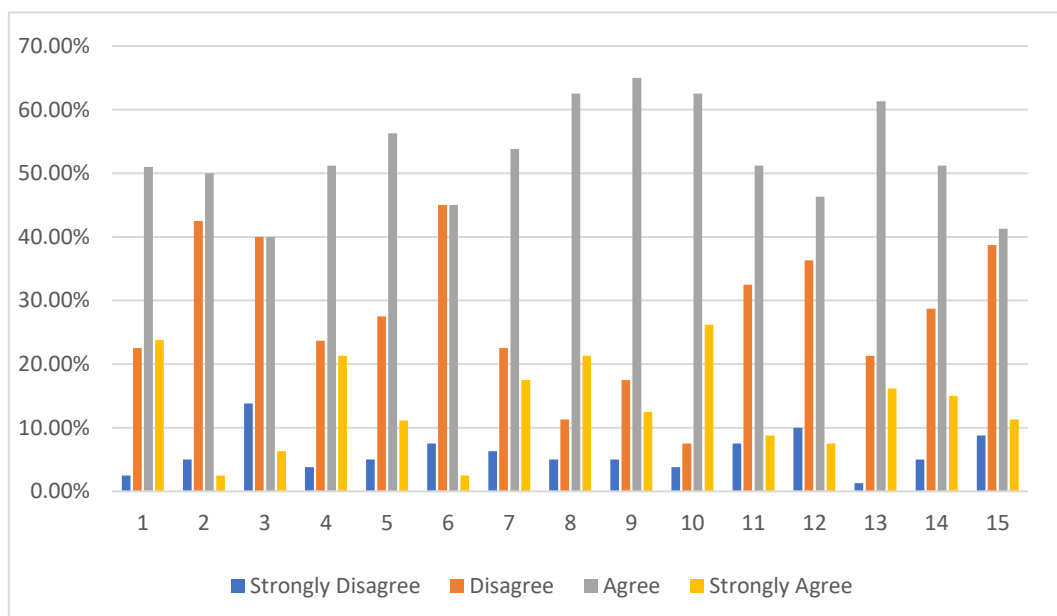


Chart 4.1 The Students' Response related to Students' Self-Confidence in Online Speaking Class

Based on chart 4.1, it could be concluded that the most of the respondents were agree with the questionnaire statements that distributed by the researcher. It means that each of questionnaire statements was based on the respondents' experience and condition. The second answer that most common answer by respondents was *disagreed*. The third answer as another option was *strongly agree*, followed by the last option was *strongly disagree*.

Based on 15 questionnaire statement, there could be divided into inner confidence that was 11 statements and outer confidence that was 4 statements, then the result of interviewed also used to get more information and as strength the data that collected by the researcher.

Table 4.1. The Students' Response related to Students' Self-Confidence in Online Speaking Class based on Inner Confidence

No.	Questionnaire Statements	Responses	Percentage	Frequency
1.	I prefer to speak English with myself than others	Strongly Disagree	2.5%	2
		Disagree	22.5%	18
		Agree	51,3%	41
		Strongly Agree	23.8%	19
2.	I do not dare to speak English because lack of self-confidence	Strongly Disagree	5%	4
		Disagree	42.5%	34
		Agree	50%	40
		Strongly Agree	2.5%	2
3.	I speak English to increase confidence	Strongly Disagree	3.8%	3
		Disagree	23.8%	19
		Agree	51.3%	41
		Strongly Agree	21.3%	17
4.	My pronunciation when speaking English is errors	Strongly Disagree	7.5%	6
		Disagree	45%	36
		Agree	45%	36
		Strongly Agree	2.5%	2
5.	I worried when I speak because my English is strange	Strongly Disagree	6.3%	5
		Disagree	22.5%	18
		Agree	53.8%	43
		Strongly Agree	17.5%	14

No.	Questionnaire Statements	Responses	Percentage	Frequency
6.	I have forgotten some words when I speak English	Strongly Disagree	5%	4
		Disagree	11.3%	9
		Agree	62.5%	50
		Strongly Agree	21.3%	17
7.	I worried when I speak because of the mistake by myself	Strongly Disagree	5%	4
		Disagree	17.5%	14
		Agree	65%	52
		Strongly Agree	12.5%	10
8.	I think my classmates speak English better than me	Strongly Disagree	3.8%	3
		Disagree	7.5%	6
		Agree	62.5%	50
		Strongly Agree	26.3%	21
9.	I am afraid when my classmate laugh at me for speaking	Strongly Disagree	7.5%	6
		Disagree	32.5%	26
		Agree	51.3%	41
		Strongly Agree	8.8%	7
10.	I am afraid when I do not understand what my classmates are speaking	Strongly Disagree	10%	8
		Disagree	36.3%	29
		Agree	46.3%	37
		Strongly Agree	7.5%	6
11.	I never feel quite sure of myself in speaking English	Strongly Disagree	8.8%	7
		Disagree	38.8%	31
		Agree	41.3%	33
		Strongly Agree	11.3%	9

The first statement data talks about whether the students prefer to speak English with themselves than other students. The results shows that 51.3% of respondents agree, 23.8% of respondents strongly agree, 22.5% of respondents

disagree, and 2.5% of respondents strongly disagree. As quoted from that interviewed with student A, the student felt a lack of confidence and shy to talk in front of a camera and record by voice recording because of pronunciation.

The second statement data talks about whether the students do not dare to speak English because of a lack of self-confidence. The result shows that 50% of respondents agree, 42.5% of respondents disagree, 5% of respondents strongly disagree, and 2.5% of respondents strongly agree. As quoted from the interviewed with student B, the student made mistakes namely grammar, and pronunciation, then have the limited vocabulary that affect the student's ability in speaking, then become less enthusiastic to spoke also in it.

The third statement data talks about whether the students speak English to increase confidence. The result shows that 51.3% of respondents agree, 23.8% of respondents disagree, 21.3% of respondents strongly agree, and 3.8% of respondents strongly disagree. As quoted from the interviewed with student C, the student wanted to be successful in speaking to control students' anxiety and nervousness in English speaking.

The fourth statement data talks about whether the students' pronunciation was errors in English speaking. The result shows that 45% of respondents disagree, 45% of respondents agree, 7.5% of respondents strongly disagree, and 2.5% of respondents strongly agree. As quoted from the interviewed with student D, there were so many difficult words to pronounce by the students, so the students were a bit embarrassed in English speaking.

The fifth statement data talks about whether the students are worried about speaking English is strange. The result shows that 53.8% of respondents agree, 22.5% of respondents disagree, 17.5% of respondents strongly agree, and 6.3% of respondents strongly disagree. As quoted from the interviewed with student E, the most of students was difficult to speak with because still used their mother tongue.

The sixth statement data talks about whether the students had forgotten some words in speaking English. The result shows that 62.5% of respondents agree, 21.3% of respondents strongly agree, 11.3% of respondents disagree, and 5% of respondents strongly disagreed. As quoted from the interview with student F, the student did not speak spontaneously because they have to prepare the sentence before spoke.

The seventh statement data talks about whether the students were worried to speak English because of the mistake by the students. The result shows that 65% of respondents agree, 17.5% of respondents disagree, 12.5% of respondents strongly agree, and 5% of respondents strongly disagree. As quoted from the interviewed with student G, the student did not focus on the goal to achieve their self-confidence in English speaking.

The eighth statement data talks about whether the students' classmates speak English better than them. The result shows that 62.5% of respondents agree, 26.3% of respondents strongly agree, 7.5% of respondents disagree, and 3.8% of respondents strongly disagree. As quoted from the interviewed with student H, the student was low being participated because dominated by some of the students in the online speaking class.

The ninth statement data talks about whether the students were afraid when their classmate laugh at them in speaking. The result shows that 51.2% of respondents agree, 32.5% of respondents disagree, 8.8% of respondents strongly agree, and 7.5% of respondents strongly disagree. As quoted from the interviewed with student A, the students unless enthusiastic to speak English because made mistakes namely wrong grammar and pronunciation, then unrealistic expectations of perfection.

The tenth statement data talks about whether the students were afraid of the students do not understand what classmates speak. The result shows that 46.3% of respondents agree, 36.3% of respondents disagree, 10% of respondents strongly disagree, and 7.5% of respondents strongly agree. As quoted from the interviewed with student B, the students was limited vocabulary so that the student difficult to comprehend what the other students said.

The eleventh statement data talks about whether the students never feel quite sure in speaking. The result shows that 41.3%% of respondents agree, 38.8% of respondents disagree, 11.3% of respondents strongly disagree, and 8.8% of respondents strongly agree. As quoted from the interview with student C, the student was difficult assembling words and expressing ideas because the student was not used to speaking English.

Table 4.2. The Students' Response Related to Students' Self-Confidence in Online Speaking Class based on Outer Confidence

No.	Questionnaire Statements	Response	Percentage	Frequency
1.	I am nervous and confused to speak through voice recording	Strongly Disagree	13.8%	11

No.	Questionnaire Statements	Responses	Percentage	Frequency
		Disagree	40%	32
		Agree	40%	32
		Strongly	6.3%	5
		Agree		
2.	I speak English spontaneously	Strongly	5%	4
		Disagree		
		Disagree	27.5%	22
		Agree	56.3%	45
		Strongly	11.13%	9
3.	I prepare the sentence before speaking English	Agree		
		Strongly	1.3%	1
		Disagree		
		Disagree	21.3%	17
		Agree	61.3%	49
4.	I will panic when I speak without preparation	Strongly	16.3%	13
		Agree		
		Strongly	5%	4
		Disagree		
		Disagree	28.8%	23
		Agree	51.3%	41
		Strongly	15%	12
		Agree		
		Agree		

The first statement data talks about whether the students were nervous and confused to speak through voice recording. The results shows that 40% of respondents disagree, 40% of respondents agree, 13.8% of respondents strongly disagree, and 6.3% of respondents strongly agree. As quoted from the interviewed with student D, the student seldom practiced English face to face so that the student was nervous and confused in spoke through voice recording

The second statement data talks about whether the students speak English spontaneously. The result shows that 56.3% of respondents agree, 27.5% of respondents disagree, 11.3% of respondents strongly agree, and 5% of respondents strongly disagree. As quoted from the interviewed with student E, the student spontaneity to avoid anxiety and thinks words and ideas before spoke.

The third statement data talks about whether the students were prepared for the sentence before speaking English. The result shows that 61.3% of respondents agree, 21.3% of respondents disagree, 16.3% of respondents strongly agree, and 1.3% of respondents strongly disagree. As quoted from the interviewed with student F, the student was difficult for improving the sentence in speaking spontaneously.

The fourth statement data talks about whether the students are panicked to speak English without preparation. The result shows that 51.3% of respondents agree, 28.8% of respondents disagree, 15% of respondents strongly agree, and 5% of respondents strongly disagree. As quoted from the interview with student G, the student lacked spontaneity, then the student prepared the sentence before spoke.

2.The Students' Speaking Problem in Online Speaking Class

In this study, there are 15 statements that had been the results of students' responses related to measuring the students' speaking problems in online speaking class. The 15 statements could be seen from the following table below:

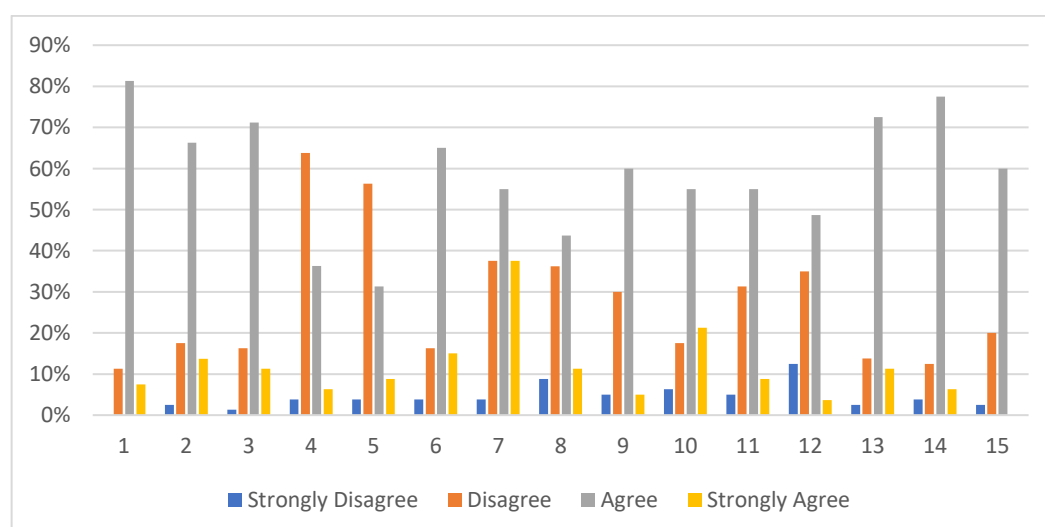


Chart 4.2. The Students' Response related to Measuring Students' Speaking Problems in Online Speaking Class

Based on the chart 4.2, it could be concluded that the most of the respondents were agree with the questionnaire statements that distributed by the researcher. It means that each of questionnaire statements was based on the respondents' experience and condition. The second answer that most common answer by respondents was *disagreed*. The third answer as another option was *strongly agree*, followed by the last option was *strongly disagree*.

Based on 15 questionnaire statement, there could be divided into based on topic that was 4 statements, based on students' knowledge of English language that was 6 statements, based on participated that was 1 statements, based on the lecturer that was 3 statements, and based on online speaking class that was 2 statements, then the result of interviewed also used to get more information and as strength the data that collected by the researcher.

Table 4.3. The Students' Response related to Students' Speaking Problem in Online Speaking Class based on Topic				
No.	Questionnaire Statements	Responses	Percentage	Frequency
1.	I can master speaking class content to improve my English skills	Strongly Disagree	0%	0%
		Disagree	11.3%	9
		Agree	81.3%	65
		Strongly Agree	7.5%	6
		Agree		
2.	My lecturer use the helpful resource to aid in the online speaking class	Strongly Disagree	2.5%	2
		Disagree	17.5%	14
		Agree	66.3%	53
		Strongly Agree	13.8%	11
		Agree		
3.	I understand the speaking material provided by the lecturer	Strongly Disagree	2.5%	2
		Disagree	13.8%	11
		Agree	72.5%	58
		Strongly Agree	11.3%	9
		Agree		

No.	Questionnaire Statements	Responses	Percentage	Frequency
4.	The suitability of speaking material with the syllabus	Strongly Disagree	0%	0
		Disagree	12.5%	10
		Agree	77.5%	62
		Strongly Agree	10%	8

The first statement data talks data about whether respondents could master speaking class content to improve English skills. The results shows that 81.3% of respondents agree, 11.3% of respondents disagree, 7.5% of respondents strongly agree, and 0% of respondents strongly disagree. As quoted from the interviewed with student H, the student asked watched the video, made PowerPoint, then record a voice recording for gave an explanation based on the material.

The second statement data talks data about whether lectures used helpful resources to aid in the online speaking class. The result shows that 66.3% of respondents agree, 17.5% of respondents disagree, 13.8% of respondents strongly agree, and 2.5% of respondents strongly disagree. As quoted from the interviewed with student A, the material delivered by the lecturer was easy to be understood.

The third statement data talks about whether the students understood the speaking material provided by the lecturer. The result shows that 72.5% of respondents agree, 13.8% of respondents disagree, 11.3% of respondents strongly agree, and 2.5% of respondents strongly disagree. As quoted from the interviewed with student B, the topic that delivered by the lecturer would be in two meetings. The first meeting of each topic was time for the students to understand the material, then the second meeting was time for the students to practice.

The fourth statement data talks about the suitability of speaking material with the syllabus. The result shows that 77.5%% of respondents agree, 12.5% of respondents disagree, 10% of respondents strongly agree, and 0% of respondents strongly disagree. As quoted from the interviewed with student C, the material that delivered by the lecturer was suitable.

Table 4.4. The Students' Response related to Students' Speaking Problems in Online Speaking Class based on Students' Knowledge of English Language

No.	Questionnaire Statements	Responses	Percentage	Frequency
1.	I can improve my sentence when I speak English	Strongly Disagree	1.3%	1
		Disagree	16.3%	13
		Agree	71.3%	57
		Strongly Agree	11.3%	9
2.	I speak English is fluency	Strongly Disagree	3.8%	3
		Disagree	53.8%	43
		Agree	36.3%	29
		Strongly Agree	6.3%	5
3.	I speak English is Grammarly	Strongly Disagree	3.8%	3
		Disagree	56.3%	45
		Agree	31.3%	25
		Strongly Agree	8.8%	7
4.	I have limited English vocabulary	Strongly Disagree	3.8%	3
		Disagree	16.3%	13
		Agree	65%	52
		Strongly Agree	15%	12
5.	I have a problem with mother-tongue when I speak English	Strongly Disagree	3.8%	3
		Disagree	37.5%	30
		Agree	55%	44
		Strongly Agree	3.8%	3

No.	Questionnaire Statements	Response	Percentage	Frequency
6.	I have good pronunciation to make my English speaking is understandable	Strongly Disagree	5%	4
		Disagree	30%	24
		Agree	60%	48
		Strongly Agree	5%	4
		Agree		

The first statement data talks about whether the students can improve their sentences in speaking English. The results shows that 71.3% of respondents agree, 16.3% of respondents disagree, 11.3% of respondents strongly agree, and 1.3% of respondents strongly agree. As quoted from the interviewed with student D, the student had to choose suitable words and vocabulary to be easily understood by listeners.

The second statement data talks about whether the students speak English fluently. The result shows that 53.8% of respondents disagree, 36.3% of respondents

agree, 6.3% of respondents strongly agree, and 3.8% of respondents strongly disagree. As quoted from the interviewed with student E, the student had trouble such as thinking the words before spoke.

The third statement data talks about whether the students speak English Grammarly. The result shows that 56.3% of respondents disagreed, 31.3% of respondents agree, 8.8% of respondents strongly agree, and 3.8% of respondents strongly disagree. As quoted from the interview with student F, the student had difficult for organizing the words into the correct sentence based on the grammar.

The fourth statement data talks about whether the students have limited English vocabulary. The result shows that 65% of respondents agree, 16.3% of

respondents disagree, 15% of respondents strongly agree, and 3.8% of respondents strongly disagree. As quoted from the interviewed with student G, the student was difficult to remember the vocabulary because rarely spoke practice in daily.

The fifth statement data talks about whether the students have a problem with mother-tongue in English speaking. The result shows that 55% of respondents agree, 37.5% of respondents agree, 3.8% of respondents strongly agree, and 3.8% of respondents strongly disagree. As quoted from the interviewed with student H, mother tongue was the reason for students' who did not like spoke English. In daily activities, the students' used Bahasa and Banjar language.

The sixth statement data talks about whether the students have good pronunciation in English speaking is understandable. The result shows that 60% of respondents agree, 30% of respondents disagree, 5% of respondents strongly agree, and 5% of respondents strongly disagree. As quoted from the interviewed with student A, the student like watched the western movies because they want to understood what the actor talked about, then what the pronunciation was. It was made the students want to learn more about English.

Table 4.5. The Students' Response related to Measuring Students' Speaking Problems in Online Speaking Class based on Participated				
No.	Questionnaire Statements	Responses	Percentage	Frequency
1.	I have low participated because some students dominate in online speaking class	Strongly Disagree	8.8%	7
		Disagree	36.3%	29
		Agree	43.8%	35
		Strongly Agree	11.3%	9

The statements data above is talk about whether the students have low participation in online speaking classes. The result shows that 43.8% of respondents agree, 36.3% of respondents disagree, 11.3% of respondents agree, and 8.8% of respondents strongly disagree. As quoted from the interviewed with student B, the student feels lack of confidence because an introverted person, so it was hard to talk, but the online speaking class was a good opportunity for starting with light things by made videos and voice records, not directly speaking which might be nervous could train our self-confidence.

Table 4.6. The Students' Response related to Measuring Students' Speaking Problems in Online Speaking Class based on The Lecturer

No.	Questionnaire Statements	Responses	Percentage	Frequency
1.	My lecturer gives me motivation for speaking English	Strongly Disagree	6.3%	5
		Disagree	17.5%	14
		Agree	55%	44
		Strongly Agree	21.3%	17
		Agree		
2.	My lecturer gives me criticism when I am wrong in speaking English	Strongly Disagree	5%	4
		Disagree	31.3%	25
		Agree	55%	44
		Strongly Agree	8.8%	7
		Agree		

The first statement data talks about whether the lecturer gives motivation for speaking English to the students. The result shows that 55% of respondents agree, 21.3% of respondents strongly agree, 17.5% of respondents disagree, and 6.3% of respondents strongly disagree. As quoted from the interviewed with student C, the lecturer gave the motivation to build student self-confidence in speaking.

The second statement data talks about whether the lecturer gives criticism in English speaking to the students. The result shows that 55% of respondents agree,

31.3% of respondents disagree, 8.8% of respondents strongly agree, and 5% of respondents strongly disagree. As quoted from the interviewed with student D, the lecturer gave criticism to correct students who were wrong in speaking English, such as wrong in grammar, pronouns, and choosing suitable vocabulary.

No.	Questionnaire Statements	Responses	Percentage	Frequency
1.	I feel difficult doing assignments during online speaking class	Strongly Disagree	12.5%	10
		Disagree	35%	28
		Agree	48.8%	39
		Strongly Agree	3.8%	3
		Agree		
2.	Online speaking helps me to smooth the process of speaking	Strongly Disagree	2.5%	2
		Disagree	20%	16
		Agree	60%	48
		Strongly Agree	17.5%	14
		Agree		

The first statement data talks about whether the students have difficulty doing assignments during online speaking class. The result shows that 48.8% of respondents agree, 35% of respondents disagree, 12.5% of respondents strongly disagree, and 3.8% of respondents strongly agree. As quoted from the interviewed with student F, the student have a problem in learning media, less clear explanation, and the deadline that given by the lecturer was short.

The second statement data talks about whether online speaking helps the students to smooth the process of speaking in class. The result shows that 60% of respondents agree, 20% of respondents disagree, 17.5% of respondents strongly agree, and 2.5% of respondents strongly disagree. As quoted from the interviewed with student G, the tasks that given by the lecturer helped the students to increase

self-confidence and practice explaining something, even if only by recording explanations, but it is a good start.

A. Discussion

In this discussion part, the researcher discusses the findings of students' perception of self-confidence toward speaking ability in an English online class. After the data are processed in the form of a description, this section presented a discussion of the findings from the questionnaire and interviews with the theories collected in chapter II. The researcher discussed the findings into two objectives of this research: (1) students' perception of self-confidence toward speaking in online speaking class, and (2) students' speaking problem in online speaking class.

1. Students' Perception of Self-Confidence Toward Speaking in Online Speaking Class

The students who had been able to build, develop, and show their self-confidence would be easier in English speaking practice so the students needed to be able to speak confidently to carry out any transaction. Based on Richard (2008, p. 21), there are three functions of speaking such as talk interaction, transaction, and performance. Based on Andi, Rudiana, & Ibo (2020, p.80-90) the types of self-confidence are divided into two types that explain below:

a. Inner Confidence

Inner confidence is the confidence that had elements such as self-knowledge, loving own self, setting explicit goals, and thinking positively. Based

on this study, there was some inner confidence in students such as the students prefer to speak English with themselves, the students do not dare to speak English, the student speaks English to increase confidence, the students' pronunciation is errors and strange, the students' forgotten words, the students worried about making mistakes, the students' afraid when their classmate speak better, the students' afraid when their classmate laugh, the students' afraid when do not understand what their classmate' speak, the students fell quite sure of their English speaking.

Based on the highest percentage in the study, 51.3% of respondents were agree for prefer to speak English with themselves than others students, 50% of respondents were agree did not dare to speak English because lack of self-confidence, 51.3% of respondents were agree for speak English to increase confidence, 45% of respondents were disagree and also agree that the respondent pronunciation was errors, 53.8% of respondents were agree that worried to speak because their English was strange, 62.5% of respondents were agree that the respondents have forgotten some words in speaking, 65% of respondents were agree that worried to made mistake in speaking, 62.5% of respondents were agree that the respondents thought the classmate better in speaking, 51.3% of respondents were agree that the respondents would afraid when the classmate laugh at them in speaking, 46.3% of respondents were agree that the respondents would afraid if do not understand what the classmates' speak, 41.3% of respondents were agree that the respondents never feel quite sure in speaking English.

b.Outer Confidence

Outer confidence is communication and the capability of controlling feelings. Based on the study, there was some outer confidence in students such as the student was nervous and confused in speaking English, the students' prepared the sentence before speaking, and the students panicked when speaking without preparation.

Based on the highest percentage in this study, 40% of respondents were disagree and agree that the respondents were nervous and confused to speak through voice record, 56.3% of respondents were agree that the respondents speak spontaneously, 61.3% of respondents were agree that the respondents prepare the sentence before speak, 51.3% of respondents were agree that the respondents would panic when speaking English without preparation.

2. Students' Speaking Problems in Online Speaking Class

According to Thornbury (2005, p. 39), there are two kinds of students' difficulties in speaking such as lack of knowledge of the language and lack of practice, while based on Penny (1994, p. 120) there is four cause of the speaking problem such as students' worried to make mistake, the students have no motivation to express their idea, the students low being a participant in class, then the student mother tongue. Based on the study, it could be concluded that there was five problem such as topic, students' knowledge of the language, students' participation in the online class, and the lecturer.

First is the topic. Based on the highest percentage, 81.3% of respondents were agree that the respondents could master speaking class content to improve English skills, 66.3% of the respondents were agree that the resource given by the lecturer was helpful the student to aid in the online speaking class, 72.5% of respondents were agree that the material provided by the lecturer was understood, 77.5% of respondents were agree that the speaking material was suitable in the syllabus. It could be concluded that there is no found problem based on the topic of speaking.

Second is students' knowledge of the language. Based on the highest percentage, 71.2% of respondents were agree that can improve sentences in speaking English, 53.8% of respondents were disagree that speaking English was fluency, 56.3% of respondents were disagree that speaking English was Grammarly, 65% of respondents were agree that had limited of vocabulary, 55% of respondents were agree that had a problem with mother tongue, 60% of respondents were agree that had good pronunciation. It could be concluded that most of students have a problem in some of the aspects to be fulfilled by the students in the speaking activity such as fluency, comprehension, grammar, vocabulary, and pronunciation, Brown (2001).

Third is students' participation in the online class. Based on the highest percentage, 43.8% of respondents were agree that have low participation because some students dominate in the online class. The students have to do more speaking practice for improving their skills in English. Some students made a lot of mistakes in grammar, vocab, or pronunciation that make the students less enthusiastic about

learning. It could cause students' to lack confidence in their ability to speak English. It could be concluded that the students' have a problem of low participation in the online class

Fourth is the lecturer. Based on the highest percentage, 55% of respondents were agree that the lecturer gives motivation for speaking, 55% of respondents were agree that the lecturer gives criticism when the students wrong in speaking English, 72.5% of respondents were agree that the lecturer provided speaking material is understandable. It could be concluded that there was found the problem with the lecturer based on given criticism when the students wrong in speaking. Based on Musliadi (2018, p. 334-339), one of the ways to increase students' self-confidence is giving rewards such as motivation to the student hoped make the students more enthusiastic and confident in speaking.

Fifth is an online speaking class. Based on the highest percentage, 48.8% of respondents were agree that the students feel difficulty did the assignments during online class, 60% of respondents were agree that online speaking helps them to smooth the process of speaking. It could be concluded that there was a problem in did assignments during an online class.