

Navigating Challenges in Remote Speaking Tasks: Unveiling Technical and Non-Technical Problems Faced by Students

Ahmad Tauchid , Mula Agung Barata, Khoirul Wafa et Riris Wijayanti

Volume 25, numéro 4, novembre 2024

URI : <https://id.erudit.org/iderudit/1114573ar>

DOI : <https://doi.org/10.19173/irrodl.v25i4.7772>

[Aller au sommaire du numéro](#)

Éditeur(s)

Athabasca University Press (AU Press)

ISSN

1492-3831 (numérique)

[Découvrir la revue](#)

Citer cet article

Tauchid, A., Agung Barata, M., Wafa, K. & Wijayanti, R. (2024). Navigating Challenges in Remote Speaking Tasks: Unveiling Technical and Non-Technical Problems Faced by Students. *International Review of Research in Open and Distributed Learning*, 25(4), 87–106. <https://doi.org/10.19173/irrodl.v25i4.7772>

Résumé de l'article

In today's digitally driven era marked by widespread remote communication, individuals grapple with diverse challenges when undertaking speaking tasks from a distance. Despite extensive research on communication dynamics in virtual contexts, the specific hurdles associated with remote speaking tasks remain understudied. This research addresses this gap by qualitatively exploring the complexities of such challenges and proposing practical strategies for effective communication in virtual environments. Employing a qualitative research approach, a survey with open-ended questions was administered to 19 students in the English Education program, and NVivo 12 was used for analysis. The findings highlight technical and non-technical challenges in remote speaking tasks, emphasizing the critical role of digital proficiency and a stable technical infrastructure. The study underscores the need to address personal and social aspects, suggesting solutions that encompass a precise and adaptive approach, including ensuring a reliable Internet connection, strategic use of digital resources, enhancement of technical skills, and a holistic strategy to tackle both technical and non-technical challenges. This research implies that educators should prioritize developing students' digital proficiency and adopt a comprehensive approach that tackles both technical and psychological challenges, aiming to boost confidence and interpersonal skills in virtual learning environments.



November – 2024

Navigating Challenges in Remote Speaking Tasks: Unveiling Technical and Non-Technical Problems Faced by Students

Ahmad Tauchid, Mula Agung Barata, Khoirul Wafa, and Riris Wijayanti

Universitas Nahdlatul Ulama Sunan Giri, Indonesia

Abstract

In today's digitally driven era marked by widespread remote communication, individuals grapple with diverse challenges when undertaking speaking tasks from a distance. Despite extensive research on communication dynamics in virtual contexts, the specific hurdles associated with remote speaking tasks remain understudied. This research addresses this gap by qualitatively exploring the complexities of such challenges and proposing practical strategies for effective communication in virtual environments. Employing a qualitative research approach, a survey with open-ended questions was administered to 19 students in the English Education program, and NVivo 12 was used for analysis. The findings highlight technical and non-technical challenges in remote speaking tasks, emphasizing the critical role of digital proficiency and a stable technical infrastructure. The study underscores the need to address personal and social aspects, suggesting solutions that encompass a precise and adaptive approach, including ensuring a reliable Internet connection, strategic use of digital resources, enhancement of technical skills, and a holistic strategy to tackle both technical and non-technical challenges. This research implies that educators should prioritize developing students' digital proficiency and adopt a comprehensive approach that tackles both technical and psychological challenges, aiming to boost confidence and interpersonal skills in virtual learning environments.

Keywords: remote speaking task, students' challenges, technical issue, non-technical issue

Introduction

In the contemporary landscape shaped by the prevalence of remote communication, individuals grapple with various challenges when engaging in speaking tasks from a distance. This has become particularly pertinent in the face of ongoing global issues that have accelerated the shift toward virtual platforms. The intricacies of expressing oneself effectively in a digital realm extend beyond technical hiccups and encompass broader concerns. The absence of in-person dynamics, compounded by the limitations of virtual communication tools, poses obstacles to clear and impactful expression. In a world where crises and disruptions necessitate swift and effective remote communication, understanding and addressing these challenges becomes paramount for individuals and organizations as they navigate the complexities of articulating ideas in an ever-evolving digital landscape.

The importance of understanding and addressing the challenges associated with remote speaking tasks cannot be overstated in the contemporary digital landscape. With the pervasive shift towards virtual communication in both professional and personal spheres, individuals and organizations must grapple with the complexities that arise from the absence of traditional face-to-face interactions. Clear and effective communication in a remote setting is integral to professional success, educational outcomes, and the cultivation of strong interpersonal relationships. This study seeks to underscore the significance of navigating the nuances of remote speaking challenges. It provides valuable insights that can empower individuals to enhance their communication strategies and thrive in an environment increasingly characterized by virtual interactions. As the reliance on remote communication continues to grow, the ability to master the art of speaking effectively in virtual spaces becomes not just advantageous but imperative for success in various facets of modern life.

Scholars have investigated communication dynamics, contextual factors, and the broader implications of remote interactions across professional, educational, and personal contexts (Laske et al., 2023; Manurung et al., 2023). However, these studies have primarily focused on describing the phenomenon without explicitly delving into the challenges associated with remote speaking tasks. While contributing to a general understanding of virtual communication, there needs to be more clarity in identifying and addressing the specific hurdles and difficulties individuals may encounter in these scenarios. Thus, the research questions in this study are as follows:

1. What are the challenges faced by students in remote speaking tasks?
2. What strategies are used by students to overcome challenges in remote speaking tasks?

Literature Review

Technology and EFL Speaking Skills

In English language education, ongoing strategies are evolving to refine the speaking skills of English as a foreign language (EFL) students. Studies by Bakri et al. (2019), Encalada and Sarmiento (2019), and Lu et al. (2019) have offered valuable insights into effective approaches for enhancing EFL students' speaking

skills, including self-recording videos (SRV) and online video clips. These methods have shown benefits such as increased motivation, improved speaking abilities, and reduced communication apprehension. Incorporating visual, auditory, and kinesthetic (VAK) learning style activities has also been found to significantly improve fluency, comprehension, and accuracy in EFL instruction. However, it is important to note that while these strategies offer promising results, their effectiveness may vary based on individual student needs, teaching contexts, and technological resources available. Further research and adaptation of these strategies to suit diverse learning environments are essential for ensuring comprehensive and sustainable improvements in EFL speaking skills.

Moreover, research by Namaziandost, Nasri, and Keshmirshakan (2019) highlighted the role of social media in enhancing oral proficiency, while Takenouchi et al. (2019) revealed insights into smartphone-based English learning systems. These findings underscore the potential of technology, particularly social media and smartphone-based systems, in English language education. Studies by Altın and Saracaoğlu (2019) and Kanoksilapatham and Suranakkharin (2019) have emphasized the positive impact of varied instructional strategies and experiential approaches on language skills and learners' perceptions. Educators can benefit from these insights by integrating engaging and experiential methods into their teaching to cater to diverse learning preferences and enhance language learning experiences. The cited research provides valuable insights into the role of technology in language education, particularly social media and smartphone-based systems. However, the studies mentioned could benefit from more comprehensive evaluation of the long-term effectiveness and sustainability of these technological interventions. Additionally, there is a need for further investigation into potential drawbacks or limitations associated with over-reliance on technology in language learning contexts.

Innovative Approaches in Online Language Education

In online language education, educators are increasingly adopting innovative methods to enhance student engagement and performance, focusing on the evolving perspective of remote speaking. Studies by Kusuma et al. (2021) and Kusuma and Waluyo (2023) have highlighted the potential of e-portfolios for evaluating speaking proficiency, observing active participation across cognitive, affective, and behavioral domains in online speaking courses, with significant improvements in speaking performance and self-efficacy noted through strategic e-portfolio use. Complementary research by Khotimah et al. (2022) explored podcast-based speaking activities, revealing students' enthusiastic involvement and resilience in overcoming technical challenges, particularly emphasizing the role of supportive learning environments and collaborative peer interactions. Pratiwi et al. (2022) and Wong and Yunus (2023) have demonstrated enhancements in speaking skills through the flipped classroom model and the Flippity tool, respectively, while broader insights from Falode and Mohammed (2023) underscored the positive impact of video-based courseware on retention and satisfaction in distance learning contexts. Saputra et al. (2023) and Li (2022) have highlighted positive perceptions of online learning platforms such as Google Meet, although challenges including family interference and financial difficulties, as discussed by Manurung et al. (2023), suggest the importance of a comprehensive approach that addresses technological infrastructure and socioeconomic factors for a holistic and inclusive landscape in online language education.

However, these studies have also underscored the need for further research on the long-term effectiveness and scalability of these innovative approaches to ensure sustainable improvements in online language

education. While the studies mentioned showcase promising advancements in online language education, there remains a critical need for rigorous evaluation and long-term assessment of these innovative methods. The current literature highlights success stories and positive perceptions but lacks comprehensive analysis of potential drawbacks or limitations that could affect scalability and sustainability. Additionally, addressing challenges like family interference and financial barriers requires a more nuanced approach, incorporating broader socioeconomic considerations into the design of online language education strategies.

Language Learning Challenges in Diverse Educational Settings

Effective online speaking in the modern digital world is fraught with difficulties, such as dealing with technical issues, reading non-verbal signs, and keeping an audience's attention (Fridland & Gotian, 2021; Prentiss, 2021). The absence of face-to-face interaction amplifies miscommunication risks, stressing the need for clarity and conciseness (Prentiss, 2021). However, a lack of depth in addressing specific online communication nuances such as cultural differences and linguistic barriers persists, often relying on vocal tone, body language, and visuals without considering potential limitations. Despite these challenges, online speaking offers global reach, flexibility, and accessibility (Kuzina et al., 2021; Prentiss, 2021). While online speaking presents advantages, its reliance on technology exposes vulnerabilities to disruptions, necessitating continual adaptation to evolving digital platforms and communication tools. Additionally, the focus on global reach and accessibility may overlook localized communication nuances and cultural sensitivities, potentially leading to misunderstandings or misinterpretations in diverse online environments. Moreover, the reliance on facial expressions in online speaking highlights the limitations in conveying nuanced emotions and complex messages, calling for further advancements in digital communication technologies for more effective online interactions.

In language learning, various studies have highlighted similar themes. The content and language integrated learning (CLIL) programs in Finland encountered proficiency challenges, indicating the need for additional support (Roiha, 2019). Similarly, interventions such as debating techniques in Jordan have underscored the importance of tailored support for effective learning outcomes (Huwari, 2019). Cooperative learning methods in Iran and cognitive strategies for second-language learners have also demonstrated positive impacts on oral skills and speaking proficiency, emphasizing effective teaching methods (Namaziandost, Shatalebi, & Nasri, 2019; Sreena & Iankumaran, 2019). Moreover, challenges faced by Libyan EFL instructors, such as e-communication tool difficulties, align with the broader theme of needing enhanced technical skills for online teaching (Abdelatia et al., 2023). These findings collectively emphasize the need for improved support, customized content, and tailored approaches to address diverse challenges in online language teaching and learning environments. However, it is crucial to note that while these studies provide valuable insights, they often lack in-depth analysis of the root causes of these challenges and may not offer comprehensive solutions to address them effectively. More research focusing on the underlying factors contributing to proficiency issues, the specific mechanisms of tailored support, and the development of advanced technical skills is necessary to create sustainable improvements in online language education.

Methodology

Research Design

This study extensively explored challenges in remote speaking tasks and students' strategies. Using a qualitative approach with 19 students, we collected data through a questionnaire designed to understand students' challenges and strategies in addressing remote speaking tasks. The questionnaire, consisting of 10 items, drew from literature on remote learning and communication strategies, covering various aspects of students' experiences in virtual speaking environments. This approach ensured a comprehensive exploration of the research objectives while allowing detailed participant input.

Participants

This study focused on 19 students in an English program during the third semester of the 2023–2024 academic year. They were studying English Education at a private university in Indonesia (Universitas Nahdlatul Ulama Sunan Giri). We intentionally chose this setting to understand how students feel about learning English at the university. By selecting students from an English program, we wanted to hear different perspectives on the challenges of learning English. Considering the semester timing helped us understand how feelings may have changed during the school year. This research aimed to help us learn more about teaching English, though it might also be useful for similar schools.

Data Collection

An electronic survey with 10 open-ended questions (e.g., What is your general experience with remote speaking tasks? What is most interesting or challenging for you? Have you encountered any specific challenges during remote speaking tasks? How do you overcome these challenges?) was distributed to 19 students from the English Education program at Universitas Nahdlatul Ulama Sunan Giri to gather data. The questionnaire focused on understanding students' experiences with remote speaking tasks in English semantics courses held online. The types of remote tasks in these courses included making videos uploaded to YouTube. Importantly, the survey was administered at the end of the semester, allowing for comprehensive reflection on their experiences throughout the course. This contextual detail clarifies the research setting and the insights gained regarding students' experiences with remote speaking tasks in online English semantics courses.

Data Analysis

The potential challenges faced by students that have been revealed in previous research can be categorized into technical challenges, such as technology-related obstacles and communication difficulties, and non-technical challenges, including pedagogical issues, psychological well-being concerns, and resource access limitations (Bashir et al., 2021; Hijazi & Alnatour, 2021; Olifant et al., 2022). In response to these challenges, students employ strategies such as enhancing technical skills, fostering motivation and engagement, improving communication and collaboration, adapting teaching methodologies, and addressing psychological and emotional factors to optimize their learning experiences in online and remote settings (Alasmari & Alkhomees, 2022; Hamad et al., 2021; Qi et al., 2021; Ta'amneh, 2021).

For qualitative analysis of these findings, we used NVivo 12 because it has been proven highly effective in providing insights and organizing data comprehensively (Bazeley, 2018, Chapter 1). Our initial step involved inputting the data into NVivo, followed by carefully identifying patterns and themes in the responses through a coding process. After the coding phase, NVivo 12 facilitated a thorough data exploration, assisting us in interpreting the factors influencing participants' perspectives. The software also produced visual representations of patterns and trends, making it easier to interpret the information. Ultimately, NVivo 12 was essential in presenting our findings as it was able to generate clear reports and visuals. This analytical approach aimed to uncover attitudes toward remote speaking tasks and provide valuable insights into language education within our specific context.

Findings

Challenges Faced by Students in Remote Speaking Tasks

The word count analysis of the research data (Figure 1) on remote speaking tasks revealed a comprehensive exploration of challenges and experiences in a virtual communication setting. The frequent mentions of "Internet" and "connection" underscore the crucial role of a stable digital infrastructure in facilitating remote communication. Moreover, the prominence of terms such as "editing," "video," and "storage" sheds light on the technical intricacies inherent in creating and managing video content, drawing attention to the multifaceted challenges faced by individuals engaged in remote speaking tasks.

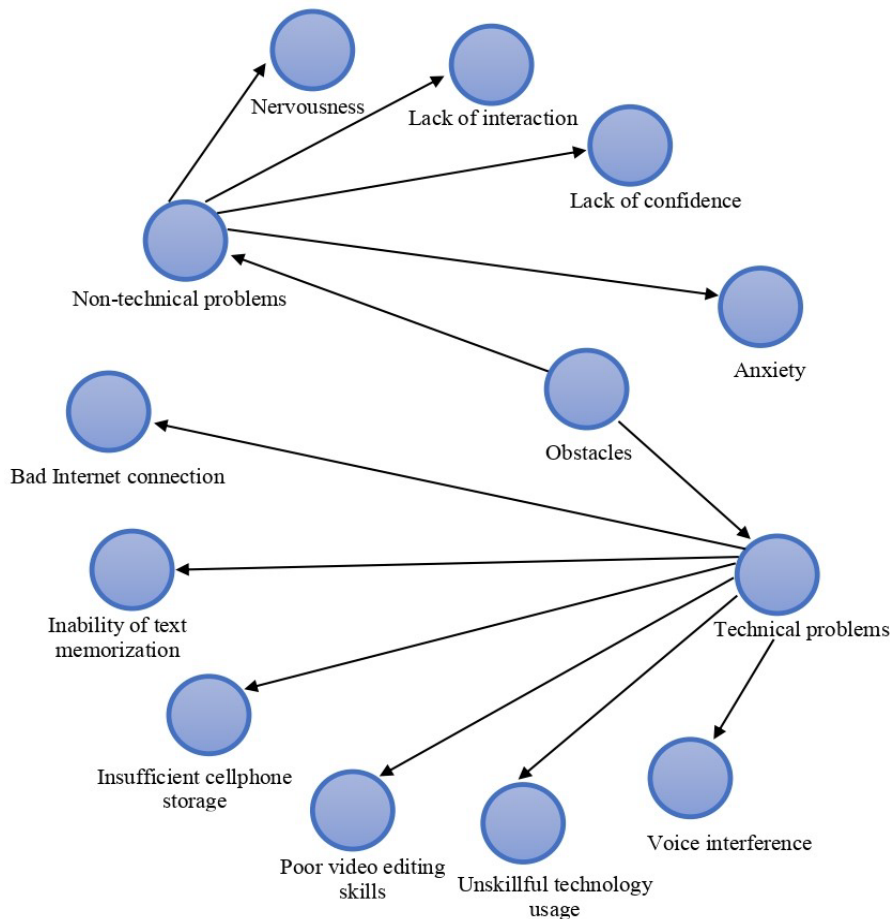
Beyond the technical aspects, the narrative delved into non-technical challenges, as evidenced by recurring terms such as "challenging," "overcome," and "obstacle." These words signify the persistent hurdles individuals must navigate, emphasizing the resilience required for remote speaking tasks. Terms such as "confidence" and "communication" emphasize virtual communication's psychological and interpersonal dimensions, indicating potential impacts on individuals' self-assurance and effective interaction in the remote learning environment. Overall, the research findings depict a complex landscape where technical and non-technical challenges intertwine, providing valuable insights into the intricacies of remote communication and offering a foundation for developing strategies to enhance the effectiveness of virtual learning experiences.

resources to help students optimize their home learning environments for minimal disruptions and maximum productivity.

On the other hand, the non-technical challenges involve psychological and interpersonal factors such as nervousness, lack of interaction, lack of confidence, and anxiety. The causes of these factors can be multifaceted. Nervousness often stems from a fear of judgment or performance pressure, especially in situations such as public speaking or presentations. Lack of interaction can result from shyness, social anxiety, or feeling overwhelmed in group settings. Similarly, lack of confidence may arise from past negative experiences, self-doubt, or imposter syndrome, where individuals question their abilities despite evidence of competence. Anxiety, in this context, can be triggered by various stressors, such as deadlines, expectations, or unfamiliar environments, leading to heightened emotional responses and difficulty in managing stress effectively. These non-technical impediments underscore the significance of addressing personal and social aspects for successful remote speaking, emphasizing the need for strategies beyond technical competence to ensure effective and confident communication in virtual environments. The clear distinction between technical and non-technical problems provides valuable insights for devising comprehensive solutions to enhance remote speaking proficiency.

Figure 2

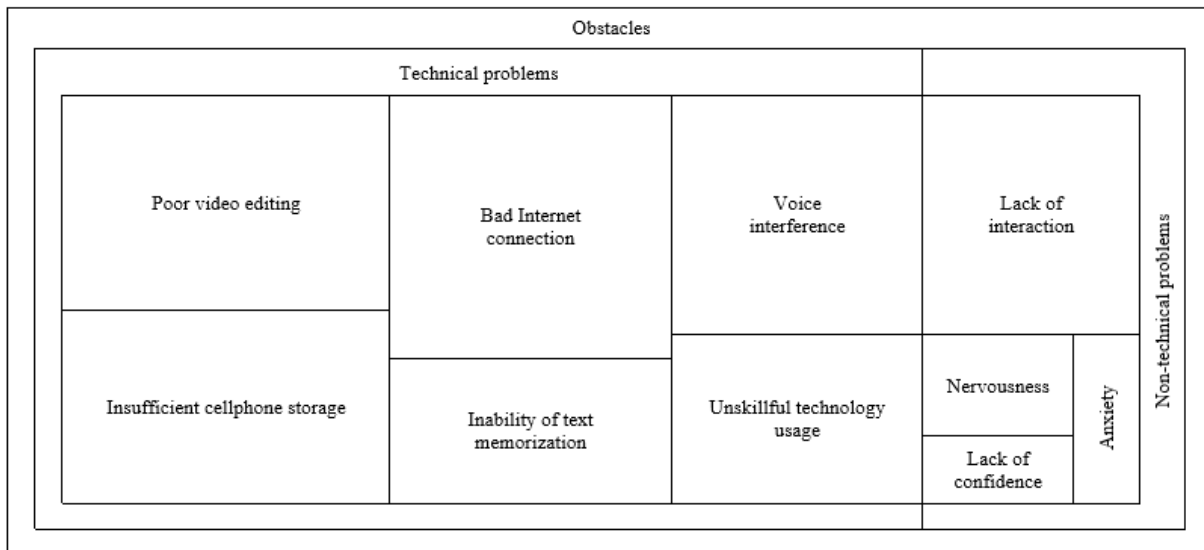
Obstacles to Remote Speaking Tasks as Identified by Study Participants



In exploring the challenges inherent in remote speaking tasks, the research results shown in Figure 3 reveal a hierarchical structure that delineates the significance of various obstacles. At the forefront of technical challenges is the prominence of poor video editing, asserting the critical role of visual presentation skills in remote communication. Following closely are issues rooted in technological infrastructure, encompassing hurdles such as insufficient cellphone storage, problematic Internet connections, and difficulties in text memorization. These underscore the necessity of reliable connectivity and efficient content recall. The challenges of voice interference and unskillful technology usage further highlight the importance of seamlessly integrating audiovisual elements and mastering communication tools. Transitioning to the non-technical domain, lack of interaction emerges as a noteworthy challenge, indicating a pressing need for heightened engagement and connectivity in virtual settings. Lastly, psychological factors such as nervousness, lack of confidence, and anxiety assume a foundational role in the hierarchy, emphasizing the imperative to address both technical and human aspects for effective remote speaking tasks. This narrative interpretation unveils the intricate interplay of challenges, providing a structured understanding of their varying degrees of importance within remote communication endeavours.

Figure 3

Hierarchy Chart of Obstacles in Remote Speaking Tasks



Note. This figure is hierarchy from the greatest obstacles to the lowest ones (left to right).

Student Strategies to Overcome the Challenges in Remote Speaking Tasks

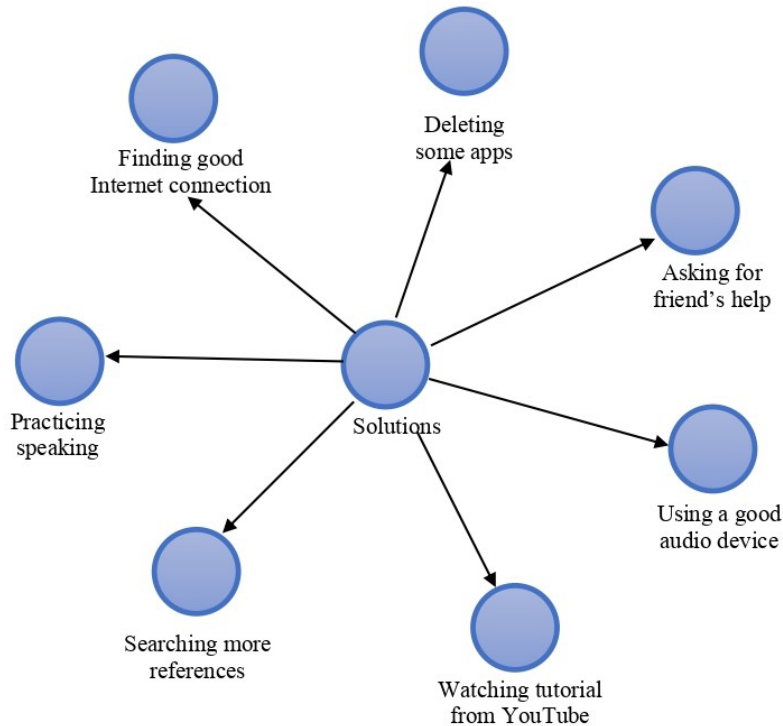
Strategies employed by students to address the multifaceted challenges encountered in remote speaking tasks necessitate a holistic and comprehensive approach. One of the primary hurdles faced by students is the geographical disparity that contributes significantly to limited Internet access, particularly in remote rural areas. To mitigate this, efforts must be directed towards finding and establishing a reliable Internet connection, ensuring uninterrupted participation in online classes and discussions. Additionally, the issue of limited cellphone storage capacity poses a considerable obstacle, hindering students' ability to efficiently

store and access educational materials. Deleting unnecessary apps to free up storage space can help alleviate this concern, facilitating smoother access to essential resources.

Another significant aspect is the complexity of the curriculum, which often presents challenges in comprehension and internalization, especially when dealing with extensive texts. Collaborative learning approaches, such as seeking help from peers or friends, can play a pivotal role in overcoming this obstacle. By fostering a supportive learning environment and engaging in group discussions or study sessions, students can enhance their understanding of complex topics and improve learning outcomes. Moreover, the transition to online learning environments has underscored the importance of technological literacy and proficiency. Many students face difficulties in developing proficient video editing skills, which are increasingly necessary for producing high-quality assignments and presentations. Accessing tutorials and resources from platforms such as YouTube can be instrumental in bridging this gap, empowering students with the knowledge and skills needed to navigate digital tools effectively. Furthermore, searching for additional references and materials can aid in enhancing topic comprehension and adapting to digital learning environments more seamlessly. By expanding their knowledge base and exploring diverse perspectives, students can enrich their learning experiences and strengthen their ability to engage critically with course content. Lastly, practicing speaking is paramount in addressing non-technical challenges such as nervousness, lack of interaction, and confidence issues. Regular speaking practice sessions, whether through virtual simulations or group discussions, can help students build confidence, improve their communication skills, and effectively navigate virtual speaking tasks with ease. An approach that students can independently undertake includes practical steps such as optimizing Internet connectivity, managing storage effectively, engaging in collaborative learning strategies, enhancing technological literacy, exploring diverse resources, and consistently practicing speaking skills. However, for a truly effective and comprehensive solution, it is crucial for larger players like the government and schools to also take action. This includes improving infrastructure, providing adequate resources, offering training programs, and creating supportive policies to address the broader challenges of remote speaking tasks, ensuring a more fruitful and enriching learning experience for students. Figure 4 is the visualization of this comprehensive approach.

Figure 4

Student-Identified Solutions to Challenges Encountered in Remote Speaking Tasks



The hierarchy chart of the findings shown in Figure 5 reveals a structured approach students could undertake when tackling remote speaking challenges, emphasizing key strategies in order of significance. At the forefront is the critical priority of finding a stable Internet connection and seeking assistance from friends, showcasing their efforts' collaborative and problem-solving nature. Following closely is the strategic emphasis on leveraging good audio devices, underscoring the pivotal role of clear audio in effective communication. Proactive engagement with online tutorials, particularly on platforms such as YouTube, is highlighted as a crucial step, demonstrating a commitment to continuous self-improvement and technological proficiency. The findings further underscore the importance of practicing speaking, addressing technical and psychological hurdles, and showcasing a conscious effort to build confidence and fluency in virtual communication. Lastly, the comprehensive approach of searching for additional references and streamlining digital resources by deleting unnecessary apps is acknowledged, contributing to an overall information management and technology optimization strategy. This hierarchical interpretation illustrates a thoughtful and prioritized approach, reflecting a balanced consideration of technical and non-technical aspects for students navigating the challenges of remote speaking tasks.

Figure 5

Hierarchy Chart of Solutions for the Obstacles to Remote Speaking Tasks

Solutions			
Finding good Internet connection	Asking for friend's help	Watching tutorial from YouTube	Searching more references
	Using a good audio device	Practicing speaking	Deleting some apps

Note. This figure is hierarchy from the most used solutions to the least ones (left to right).

Discussion

Challenges Faced by Students in Remote Speaking Tasks

The challenges identified in remote communication, particularly poor video editing, resonate with concerns raised in prior research into online speaking (Fridland & Gotian, 2021). Problems with technology and the necessity to keep an audience's attention have emerged as issues with virtual communication in the modern digital era. The challenge of poor video editing aligns with the broader theme of technical difficulties encountered in virtual communication.

Similarly, our findings on technological infrastructure challenges, such as insufficient cellphone storage and problematic Internet connections, align with broader challenges identified in discussions on online communication (Fridland & Gotian, 2021). Problems including technical difficulties and the requirement for constant audience participation have emerged with the rise of effective online speaking. These challenges underscore the necessity of reliable connectivity and efficient content recall for successful remote communication, complementing the emphasis on clarity and conciseness in online communication (Prentiss, 2021). The critical role of overcoming technical barriers for effective virtual communication, as highlighted in the broader context of online education (Jubran et al., 2023; Sha'Ar et al., 2022), adds to the complexity of addressing these challenges.

Voice interference and unskillful technology usage challenges underscore the need to seamlessly integrate audiovisual elements and master communication tools (Bakri et al., 2019; Encalada & Sarmiento, 2019; Lu et al., 2019). Our findings emphasize the significance of incorporating technology into language instruction, showcasing preferences for self-recording videos (SRV; Namaziandost, Nasri, & Keshmirshekan, 2019; Takenouchi et al., 2019). The effectiveness of diverse instructional strategies, including visual, auditory, and kinesthetic (VAK) learning style activities, aligns with the specific challenges in online speaking, such as the absence of face-to-face interaction and reliance on vocal tone and visual aids, as highlighted in broader insights on the complexities of online language education (Kusuma et al., 2021; Prentiss, 2021). These studies underscore supportive learning environments, collaborative peer interactions, and the careful balance between technology and socioeconomic considerations in shaping effective and inclusive language education experiences (Manurung et al., 2023; Saputra et al., 2023).

Lack of interaction emerged as a significant non-technical challenge, indicating a need for heightened engagement and connectivity in virtual settings, which aligns with insights from English language education studies (Encalada & Sarmiento, 2019; Lu et al., 2019). As we delve deeper into effective approaches for enhancing speaking skills, such as integrated technology, authentic materials, and personalized learning styles, it becomes evident that consistency exists across these studies. Challenges in online language education, especially in remote speaking tasks, emphasize active engagement and connectivity, aligning with observations from studies on e-portfolios, podcast-based activities, and the flipped classroom model (Kusuma et al., 2021; Kusuma & Waluyo, 2023; Pratiwi et al., 2022). Diverse methodologies further underscore the significance of interactive and dynamic approaches in online language learning. Moreover, the challenges faced by educators and students in varied contexts, including workplace settings and mathematics education, reinforce the necessity for tailored support, refined teaching strategies, and addressing technical and socioeconomic issues (Abdelatia et al., 2023; Jubran et al., 2023; Hijazi & Alnatour, 2021).

Our findings identifying psychological factors such as nervousness, lack of confidence, and anxiety as foundational challenges in effective remote speaking tasks resonate with insights from English language education studies (Encalada & Sarmiento, 2019; Lu et al., 2019). Transitioning into preferences for SRV and the positive impact of social media and smartphone-based systems, it becomes apparent that the role of technology is vital in addressing psychological factors (Li, 2022; Takenouchi et al., 2019). The role of technology aligns with addressing multifaceted challenges in online language education (Takenouchi et al., 2019). Studies on e-portfolios and podcast-based activities underscore technology's potential to address psychological factors by enhancing speaking proficiency and self-efficacy (Kusuma & Waluyo, 2023; Pratiwi et al., 2022). These collective insights underscore the interconnectedness of technical and psychological factors, requiring a thoughtful integration of technology, pedagogical innovation, and responsive approaches in virtual language learning.

Strategies to Overcome the Challenges in Remote Speaking Tasks

Recent findings emphasizing the critical importance of a stable Internet connection and collaborative problem-solving among students in addressing technical challenges in online language education align seamlessly with broader discussions on challenges and strategies. Within the dynamic landscape of English language education highlighted by Bakri et al. (2019), Encalada and Sarmiento (2019), and Lu et al. (2019),

technological tools such as SRV take centre stage in elevating speaking skills. This sounds a lot like problems we face today, like technical problems and the need to keep audiences interested (Fridland & Gotian, 2021), underscoring the need to also address technical intricacies. An array of studies exploring technology integration, encompassing social media (Namaziandost, Nasri, & Keshmirshekan, 2019), smartphones (Takenouchi et al., 2019), and innovative methodologies such as e-portfolios and podcast-based activities (Khotimah et al., 2022; Kusuma et al., 2021; Kusuma & Waluyo, 2023), illuminates the multifaceted nature of challenges and solutions in online language education. Furthermore, the importance of a dependable Internet connection echoes in Saputra et al.'s (2023) work, where Malaysian ESL students grappled with Internet speed and connectivity challenges. These findings underscore the intricate interplay of technological infrastructure, collaborative troubleshooting, and adaptive pedagogical strategies in effectively navigating challenges and fostering enhanced online language education.

The body of research underscores technology's pivotal role in advancing English language education, particularly in the domain of online speaking skills. The emphasis on using high-quality audio devices aligns with studies leveraging various technological tools, such as SRVs, online video clips, and activities integrating VAK learning approaches. Insights from Kusuma et al. (2021), Kusuma and Waluyo (2023), and Saputra et al. (2023) have shed light on the positive impact of technological interventions on students' speaking proficiency and self-efficacy, accentuating the importance of active student engagement. The literature further highlights the nuanced impact of technology, as cautioned by Takenouchi et al. (2019), advocating against assuming uniform benefits across all language skills. Collectively, these observations portray a pedagogical landscape where the strategic application of technology, coupled with diverse instructional approaches, aims to confront challenges and optimize opportunities for effective online language learning, especially in refining speaking skills.

Insights emphasizing proactive engagement with online tutorials, particularly on platforms such as YouTube, align with extensive research in English language education. Studies by Namaziandost, Nasri, & Keshmirshekan (2019) and Saputra et al. (2023) have illuminated the positive impact of technology, such as social media and online platforms, on language learning. The proactive approach to online tutorials mirrors multifaceted instructional strategies observed in task-based language teaching, the quantum learning model (Altın & Saracaoğlu, 2019; Kanoksilapatham & Suranakkharin, 2019), and innovative methodologies such as the flipped classroom model (Pratiwi et al., 2022). This commitment to continuous self-improvement reflects an awareness of the dynamic nature of language education, as seen in the exploration of podcast-based activities and e-portfolios (Khotimah et al., 2022; Kusuma & Waluyo, 2023). Moreover, acknowledging challenges in online speaking aligns with the broader theme of balancing technology with socioeconomic considerations (Manurung et al., 2023; Saputra et al., 2023). In essence, proactive engagement with online tutorials is integral to navigating the evolving landscape of language education, integrating technology effectively, and addressing the diverse needs of learners in the digital era.

Observations that underscore the importance of practicing speaking to build confidence and fluency in virtual communication resonate deeply with the broader context of enhancing speaking skills in English language education. Previous studies, including those by Bakri et al. (2019), Encalada and Sarmiento (2019), and Lu et al. (2019), advocated for diverse approaches, such as SRV and VAK learning style activities, to comprehensively enhance speaking skills. Moreover, Kusuma et al. (2021), Kusuma and

Waluyo (2023), and Khotimah et al. (2022) highlighted active participation and significant improvements in students' speaking performance through methods such as e-portfolios and podcast-based activities. These findings underscore the significance of hands-on, experiential learning approaches, aligning with the current emphasis on practicing speaking. In essence, they reinforce the need for educators to integrate dynamic activities and create supportive environments that actively engage learners in practicing and honing their speaking skills, especially in the evolving landscape of remote and online language education. The findings related to the comprehensive approach of searching for additional references and streamlining digital resources, including deleting unnecessary apps, align with the overarching theme of leveraging technology in English language education for optimal outcomes. The acknowledgement of the importance of technology optimization resonates with insights from Namaziandost et al. (2019), emphasizing the significant role of social media in enhancing oral proficiency. Transitioning into the complexities of online speaking, it becomes evident that honing verbal and visual presentation skills is crucial, as suggested in earlier studies (Kuzina et al., 2021; Prentiss, 2021). Addressing these challenges necessitates enhancing technical competency, especially in video editing, which is deemed crucial across diverse educational settings (Abdelatia et al., 2023).

Conclusion and Implications

In conclusion, the challenges of remote speaking tasks are distinctly categorized into technical and non-technical domains. Within the technical realm, issues encompass connectivity problems, text memorization difficulties, limited cellphone storage, deficient video editing skills, inadequate technology usage, and voice interference. These technical hurdles underline the importance of digital proficiency and a stable technical infrastructure for effective remote communication. Transitioning to the non-technical challenges, which include psychological factors such as nervousness, lack of interaction, confidence, and anxiety, we emphasize the need to address personal and social aspects. The clear delineation of technical and non-technical problems provides valuable insights for comprehensive solutions.

Moving on to the solutions for remote speaking tasks, students offer a precise and adaptive approach to overcoming challenges. Beginning with prioritizing a reliable Internet connection, we acknowledge its foundational role in effective virtual communication. Further, strategic efforts, such as deleting unnecessary apps and seeking assistance from friends, demonstrate a commitment to optimizing digital resources and collaborative problem-solving. Simultaneously, using quality audio devices and engaging in online tutorials showcase a dedication to enhancing technical skills and proactive, self-directed learning. Moreover, searching for additional references and practicing speaking illustrates a holistic strategy. Collectively, these solutions present a nuanced approach to addressing technical and non-technical challenges, aiming for heightened effectiveness in remote speaking tasks.

The implications for distance education practices based on the identified challenges and solutions in remote speaking tasks are significant. Technical challenges highlight the crucial need for digital proficiency and a reliable technical infrastructure to facilitate effective communication in remote settings. Addressing connectivity issues, improving technology usage, and enhancing digital skills among students and educators are essential steps. Moreover, non-technical challenges, such as psychological factors, emphasize the

importance of creating supportive and interactive virtual learning environments. Strategies to boost student confidence, encourage collaboration, and provide resources for self-directed learning can greatly enhance the overall experience and success of distance education programs focused on speaking tasks.

Based on the implications highlighted in the text regarding distance education practices and the challenges and solutions in remote speaking tasks, a balanced approach to designing virtual learning environments can be achieved through several key strategies. First, it is crucial to address technical challenges by providing comprehensive digital literacy training and ensuring a reliable technical infrastructure. This includes teaching students how to use digital tools effectively and troubleshooting connectivity issues to facilitate seamless communication in remote settings. Second, creating a supportive and interactive virtual learning environment is essential. Implement strategies to boost student confidence, such as regular feedback sessions, peer collaboration opportunities, and virtual presentations. Encourage active participation and clear communication to develop effective interpersonal skills among students. Additionally, provide resources for self-directed learning, such as online tutorials and personalized learning paths, to empower students in exploring topics independently and enhancing their digital skills. These combined efforts will contribute to a dynamic and engaging distance education experience focused on speaking tasks.

Acknowledgements

The study is funded by DRTPM, Diktiristek, KEMDIKBUDRISTEK and LPPM Universitas Nahdlatul Ulama Sunan Giri, Indonesia.

References

- Abdelatia, F. A. H., Alsohbo, K. S. I., & Hassan, I. (2023). Challenges faced by Libyan English instructors in using e-communication tools. *Journal of Language Teaching and Research*, 14(5), 1215–1222. <https://doi.org/10.17507/jltr.1405.09>
- Alasmari, N., & Alkhamees, F. (2022). An investigation of the consequences and imperatives for the development of the problem-solving skill of Saudi English major students in online classrooms. *Journal of Language Teaching and Research*, 13(2), 243–252. <https://doi.org/10.17507/jltr.1302.03>
- Altın, M., & Saracaoğlu, A. S. (2019). The effect of Quantum learning model on foreign language speaking skills, speaking anxiety and self-efficacy of secondary school students. *Dil ve Dilbilimi Çalışmaları Dergisi*, 15(3), 1083–1104. <https://doi.org/10.17263/jlls.631550>
- Bakri, R. A., Rahman, M. A., Jabu, B., & Jassruddin. (2019). Exploring the impact of VAK learning style on teenager level language learners in Indonesia. *Journal of Language Teaching and Research*, 10(4), 807–814. <https://doi.org/10.17507/jltr.1004.17>
- Bashir, A., Uddin, M. E., Basu, B. L., & Khan, R. (2021). Transitioning to online education in English departments in Bangladesh: Learner perspectives. *Indonesian Journal of Applied Linguistics*, 11(1), 11–20. <https://doi.org/10.17509/ijal.v11i1.34614>
- Bazeley, P. (2018). *Integrating analyses in mixed methods research*. SAGE Publications. <https://doi.org/10.4135/9781526417190>
- Encalada, M. A. R., & Sarmiento, S. M. A. (2019). Perceptions about self-recording videos to develop EFL speaking skills in two Ecuadorian universities. *Journal of Language Teaching and Research*, 10(1), 60–67. <https://doi.org/10.17507/jltr.1001.07>
- Falode, O. C., & Mohammed, I. A. (2023). Educational technology undergraduates' performance in a distance learning course using three courseware formats. *The International Review of Research in Open and Distance Learning*, 24(4), 1–19. <https://doi.org/10.19173/irrodl.v24i4.7219>
- Fridland, V., & Gotian, R. (2021, March 24). Linguistic tricks to grab your online audience's attention. *Nature*, 591, S41–S42. <https://www.nature.com/articles/d41586-021-00746-0>
- Hamad, M. M., Dafaallah, A. S., & Alhaj, A. A. (2021). The challenges of online English language teaching from EFL instructors' point of view in KKU, Tehama campus during COVID-19 period. *Journal of Language Teaching and Research*, 12(4), 543–556. <https://doi.org/10.17507/jltr.1204.04>
- Harpain, Sidabalok, D. M., Cahyani, M. A. S., & Yulfriwini. (2019). Developing instructional design model of speaking skill for first year undergraduate students. *Journal of Language Teaching and Research*, 10(6), 1225–1236. <https://doi.org/10.17507/jltr.1006.10>

- Hijazi, D., & Alnatour, A. (2021). Online learning challenges affecting students of English in an EFL context during COVID-19 pandemic. *International Journal of Education and Practice*, 9(2), 379–395. <https://doi.org/10.18488/journal.61.2021.92.379.395>
- Huwari, I. F. (2019). Problems faced by Jordanian undergraduate students in speaking English. *International Journal of Innovation, Creativity and Change*, 8(9), 203–217. https://www.ijicc.net/images/vol8iss9/8915_Huwari_2019_E_R.pdf
- Jubran, S. M., Al Fayeze, M. Q., & Abueita, J. D. (2023). Teachers' perspectives of the sudden shift towards online learning: Challenges and future lessons. *Journal of Language Teaching and Research*, 14(1), 239–248. <https://doi.org/10.17507/jltr.1401.25>
- Kanoksilapatham, B., & Suranakkharin, T. (2019). Tour guide simulation: A task-based learning activity to enhance young Thai learners' English. *Malaysian Journal of Learning and Instruction*, 16(2), 1–31. <https://doi.org/10.32890/mjli2019.16.2.1>
- Khotimah, K., Cahyono, B. Y., & Batunan, D. A. (2022). Chronicling Indonesian EFL students' engagement in podcast-based speaking in online learning milieu: A self-determination theory perspective. *The JALT CALL Journal*, 18(3), 335–359. <https://castledown.online/reference/jaltcall-v18n3-621/>
- Kusuma, I. P. I., Mahayanti, N. W. S., Gunawan, M. H., Rachman, D., & Pratiwi, N. P. A. (2021). How well do e-portfolios facilitate students' learning engagement in speaking courses during the COVID-19 pandemic? *Indonesian Journal of Applied Linguistics*, 11(2), 351–363. <https://doi.org/10.17509/ijal.v11i2.30583>
- Kusuma, I. P. I., & Waluyo, B. (2023). Enacting e-portfolios in online English-speaking courses: Speaking performance and self-efficacy. *Iranian Journal of Language Teaching Research*, 11(1), 75–95. https://ijltr.urmia.ac.ir/article_121273.html
- Kuzina, S. I., Sagiryan, I. G., Krasnova, E. A., & Barashyan, V. K. (2021). Modeling an online speaker's speech activity under the conditions of uncertainty. In E. G. Popkova & B. S. Sergi (Eds.), *Modern global economic system: Evolutional development vs. revolutionary leap. ISC 2019. Lecture Notes in Networks and Systems* (Vol. 198, pp. 660–668). https://doi.org/10.1007/978-3-030-69415-9_76
- Laske, M. M., DiGennaro Reed, F. D., & Braren, J. T. B. (2023). The efficacy of remote video-based behavioral skills training and awareness training on public speaking performance. *Journal of Applied Behavior Analysis*, 57(1), 247–261. <https://doi.org/10.1002/jaba.1030>
- Li, L. (2022). Interactive design of online oral training in university English teaching. *Journal of Higher Education Theory and Practice*, 22(5), 184–200. <https://doi.org/10.33423/jhetp.v22i5.5213>
- Lu, H. W., Lee, J.-Y., & Lin, M. H. (2019). Effects of authentic English-language videos on EFL students' speaking anxiety. *International Journal of Information and Education Technology*, 9(6), 423–

428. <https://doi.org/10.18178/ijiet.2019.9.6.1239>

- Manurung, K., Kamaruddin, A., Agussatriana, Hasyim, Z., & Manurung, G. N. (2023). A study on the application of online speaking class in remote areas: Is the implementation of the principle of education for all achieved? *Theory and Practice in Language Studies*, 13(9), 2254–2262. <https://doi.org/10.17507/tpls.1309.11>
- Namaziandost, E., Nasri, M., & Keshmirshekan, M. H. (2019). Teachers' and learners' perceptions toward using social media for developing oral proficiency. *Journal of Language Teaching and Research*, 10(6), 1341–1350. <https://doi.org/10.17507/jltr.1006.25>
- Namaziandost, E., Shatalebi, V., & Nasri, M. (2019). The impact of cooperative learning on developing speaking ability and motivation toward learning English. *Journal of Language and Education*, 5(3), 83–101. <https://doi.org/10.17323/jle.2019.9809>
- Olifant, T., Boakye, N., & Cekiso, M. (2022). A survey of Grade 8 English first additional language learners' online reading preferences and challenges. *International Journal of Literacies*, 29(2), 27–41. <https://doi.org/10.18848/2327-0136/CGP/v29i02/27-41>
- Pratiwi, D. I., Ubaedillah, U., Puspitasari, A., & Arifianto, T. (2022). Flipped classroom in online speaking class at Indonesian university context. *International Journal of Instruction*, 15(2), 697–714. <https://doi.org/10.29333/iji.2022.15238a>
- Prentiss, S. (2021). Speech anxiety in the communication classroom during the COVID-19 pandemic: Supporting student success. *Frontiers in Communication*, 6, Article 642109. <https://doi.org/10.3389/fcomm.2021.642109>
- Qi, Q., Liao, L., & Guanfang Zhao, C. (2021). I didn't even know if my students were in class": Challenges of teaching English speaking online. *Journal of Asia TEFL*, 18(4), 1455–1462. <https://doi.org/10.18823/asiatefl.2021.18.4.26.1455>
- Roiha, A. (2019). Investigating former pupils' experiences and perceptions of CLIL in Finland: A retrospective analysis. *Nordic Journal of Studies in Educational Policy*, 5(2), 92–103. <https://doi.org/10.1080/20020317.2019.1586514>
- Saputra, S., Tahir, M. H. M., Ariff Albakri, I. S. M., Zaini, K., Mokhtar, M. M., Ismail, N., Anisaturrahmi, & Sholihah, S. Z. (2023). Online learning experiences for speaking activities among Malaysian undergraduate ESL students. *World Journal of English Language*, 13(7), 355. <https://doi.org/10.5430/wjel.v13n7p355>
- Sha'Ar, M. Y. M. A., Buddharat, C., & Singhasuwan, P. (2022). Enhancing students' English and digital literacies through online courses: Benefits and challenges. *Turkish Online Journal of Distance Education*, 23(3), 154–178. <https://doi.org/10.17718/tojde.1137256>
- Sreena, S., & Ilankumaran, M. (2019). Learning strategies for cognitive development to enhance the

speaking skills in second language. *International Journal of Recent Technology and Engineering*, 8(1C2), 1045–1050. <https://www.ijrte.org/wp-content/uploads/papers/v8i1C2/A11800581C219.pdf>

Ta'amneh, M. A. A. A. (2021). Attitudes and challenges towards virtual classes in learning English language courses from students' perspectives at Taibah University during COVID-19 pandemic. *Journal of Language Teaching and Research*, 12(3), 419–428. <https://doi.org/10.17507/jltr.1203.12>

Takenouchi, A., Sunaga, M., Ohara, Y., Matsukubo, T., & Kinoshita, A. (2019). Development and evaluation of an English learning system using smartphones in Japanese dental hygiene education. *Journal of Medical and Dental Sciences*, 66(3), 51–58. <https://doi.org/10.11480/jmds.660302>

Wong, C. H. T., & Yunus, M. M. (2023). Let “Flippity” speak: Using online board game to improve speaking skills among elementary pupils. *European Journal of Educational Research*, 12(2), 1085–1096. <https://doi.org/10.12973/eu-jer.12.2.1085>

