

**EFL STUDENTS' PERCEPTIONS OF ONLINE
LEARNING IN SPEAKING COURSE DURING THE
COVID 19 PANDEMIC**

THESIS

Submitted in Partial Fulfillment of the Requirements for
Gaining the Degree of Education Bachelor
in English Education Department



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I state that the thesis is ready to be submitted to English Education and Teacher Training Faculty of Education and Teacher Training Walisongo State Islamic University Semarang to be examined at Munaqosyah session.

Wassalamu'alaikum Wr. Wb.

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ABSTRACT

Title : **EFL Students' Perceptions of Online Learning In Speaking Course During The Covid 19 Pandemic**
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The research method used is descriptive qualitative. The participants in this study were students of English Education in the 5th semester who had taken an online speaking course during. Data collection techniques were carried out by filling out questionnaires through Google Forms to determine student perceptions and interviews via WhatsApp chat to find out obstacles in online learning. The results showed that EFL students' perceptions of online learning in speaking course were 68.47% in the not good enough category. The obstacles in online learning in speaking course include poor internet network, large expenses to buy internet quota, inadequate quality of gadgets, low student activity, lack of interaction that makes speaking little practice. Thus, it can be concluded that EFL students' perceptions of online learning in speaking course are included in the poor category, with several obstacles faced by students in the learning process.

Keywords: *EFL Students' perceptions, Online learning, , Speaking course*

MOTTO

“Life is like riding a bicycle. To keep your balance, you must keep moving”

Albert Einstein¹

¹ Eric Thorin. “Life [ageing] is like riding a bicycle. To keep your [coronary and heart] balance you must keep moving”. *The Journal of Physiology*. 2017

DEDICATION

This thesis is dedicated to my almamater State Islamic University of Walisongo Semarang, to my beloved family who always prays, gives support and motivation.

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Praise is always given to Allah SWT for the presence of plenty of mercy and his grace, so that the researcher can complete the thesis with the title “EFL Students’ Perceptions of Online Learning in Speaking Course During The Covid 19 Pandemic”. Without the presence of plenty of mercy and grace from Allah SWT, in arranging the thesis will not run optimally. Blessing and salutation be upon the most honorable Prophet Muhammad SAW who has done a lot for the development of Muslims, who have brings ummat from the darkness era into the brightness era.

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The researcher realizes that the preparation of this thesis is far from perfect, may Allah SWT give a double reward to all those who have helped the author in completing the writing of this thesis. Therefore, the researcher hopes for suggestions and constructive criticism from readers. Finally, the researcher hopes that the purpose of making this thesis can be achieved as expected.

Semarang, 1st September 2021

The Researcher,



Priskilia Nursafitri

Student Number: 1703046119

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CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, question of the research, objective of the research and significant of the research.

A. Background of The Study

English has become the international language which widely adopted for communication worldwide, as it became a tool of communication between native and non-native speaker. Over one billion people in the world have spoken and communicated using English as their second language (additional language) regardless of cultural differences and linguistic features.² English is widely spoken all over the world, students need to gain communication skills to succeed in their respective fields.³ Thus, the classroom is an ideal platform to gain good communication skills, especially speaking skills, especially in the English major. As we all know that the English department is focused on learning English.

Speaking is one subject in the Department of English

² Devy Angga Gunanta, "The Impact Of English As An International Language On English Language Teaching In Indonesia" *Journal of Language and Literature*, vol. 10, 2016, p. 141

³ Parupalli Srinivas Rao, "The Importance Of Speaking Skills In English Classrooms", *Alford Council of International English & Literature Journal(ACIELJ)*, Vol-2 ,2019, p.6

Education. These lessons are presented at several semester levels. Each level has different skills - in speaking 1 student is taught basic speaking skills, from greeting, introducing themselves and others, etc., to enable them to use simple English in daily conversation; Speaking 2 different functions / topics is further introduced to students in this subject to enable them to speak English better in daily conversations.⁴

Based on this explanation, it can be seen clearly that the ability of students to communicate well and naturally in English is a long-term goal that language lecturers want to achieve in class, because a person's English competency skills are usually judged by the way they speak.⁵ If a student can speak English well, it shows that they have mastered English. Students especially English majors often evaluate their success in their English learning based on how well they have improved their spoken language skills. It has become a task that demands language lecturers, especially lecturers who teach speaking skills to provide sufficient input for students to become competent English speakers.

Learning to speak is not only about theory, but practice is the most important thing and has a lot of influence on

⁴ Herlina Daddi, Muhammad Zia ul Haq, "Lecturer's Strategies In English Speaking Class", *Exposure Journal*, Vol.3, No.1, May 2014

⁵ Muhammad Nafi Annury, "The Impact of Structural Competence towards Speaking Competence of the Fourth Semester Students of English Department" *Journal Register IAIN Salatiga* , Vol 6, No 2, 2013

improving students' ability and fluency in communicating. Speaking skills are difficult to develop if they are not continuously trained to improve speaking skills, enriching vocabulary use, improving language structure, perfecting speech vocabulary, English sentences, and training listening, it is easy to catch messages from the interlocutor.⁶

In connection with the Covid-19 outbreak at the beginning of 2020, which caused concern for all people. The government then issued new appeals and regulations as an effort to break the chain of the virus' spread, one of which was by changing the pattern and model of education by implementing several new policies. In order to follow government policies, the world of education immediately makes adjustments by implementing an online learning system.

Online learning is a learning process in which the learning media used use electronic media such as laptops, computers or smartphones that are connected to an internet connection. By integrating the internet, learning activities are expected to encourage interaction between educators and students, even though they are not face to face. Learning systems that integrate internet connections with the teaching process can be identified with virtual learning systems or

⁶ Elwin Piarawan Zebua, " Pembelajaran Percakapan Bahasa Inggris Dengan Metode Guide Conversation Di Sma Negeri 1 Gunung Sitoli" *Jurnal Warta Edisi* : 60 Vol 13, No 2 (2019)

online learning systems

In accordance with the joint decree of the 4 Ministers Number 01/KB/2020 dated June 15, 2020 concerning Guidelines for implementing Learning in the 2020/2021 Academic Year and the 2020/2021 Academic Year during the Corona Virus Disease (Covid-19) Pandemic, which agreed that the learning process in particular at the higher education level for the 2020/2021 academic year in all zones it is mandatory to hold online for theoretical course.⁷With this appeal, the learning process at the Faculty of Education and Teacher Training, especially in the English Education Department, also applies the online learning process. Online learning is considered being the best solution for teaching and learning activities during the Covid-19 pandemic for the sake of a learning process.

Implementation of online learning is not as easy as expected. There are various obstacles faced by students during online learning, such as new changes that can indirectly affect students' learning absorption in both theory and practice, then there is a concentration disorder when the learning process takes place, cultural conditions of students who could not follow the online learning system, there are some technical

⁷ Nizam "*Buku Panduan Penyelenggaraan Pembelajaran Semester Gasal 2020/2021 di Perguruan Tinggi*" (Jakarta: Direktorat Jenderal Pendidikan Tinggi Kemdikbud RI, 2020), p.1

problems such as the availability of learning facilities so students need time to adapt.⁸ In addition, the technological and economic abilities of each student are different so that not all students support online learning activities.

In speaking course, online learning in addition to providing many conveniences, there are also obstacles. Research conducted by Ahmad found the phenomenon that EFL learning which requires a lot of practice for its application also experiences problems when the learning system is implemented.⁹ In online learning activities, students also tend to be less active when compared to face-to-face learning. Students are less active in responding to the instructions given by the teacher. Mostly only teachers are actively speaking. Students tend to be shy to express their opinions openly through web conference media which is carried out for synchronous online learning¹⁰. Whereas as we know that the most important point in speaking es is the activeness of students in speaking. In offline / face-to-face classes usually students will be asked to speak English in front of their

⁸ Irza Yuzulia, "The Challenges Of Online Learning During Pandemic: Students' Voice" *Wanastra : Jurnal Bahasa dan Sastra*, (Volume 13 No. 1, 2021) p. 9

⁹ Ahmad, S. Z. "The Flipped Classroom Model to Develop Egyptian EFL Students' Listening Comprehension", *English Language Teaching*, (Vol.9, No. 9 2016), p.166

¹⁰ Asrilia Kurniasari, "Analisis Efektivitas Pelaksanaan Belajar Dari Rumah (Bdr) Selama Pandemi Covid-19" *Jurnal Review Pendidikan Dasar : Jurnal Kajian Pendidikan dan Hasil Penelitian*, (Vol 6, No 3, 2020)

classmates which indirectly can also be used to hone their level of confidence in speaking.

These obstacles create students' perceptions of online learning in speaking course. Bimo Walgito reveals that perception is a process of organizing, interpreting the stimulus received by the organism or individual. It becomes something meaningful, and is an integrated activity within the individual.¹¹ Perception depends on how a person interprets things that happen based on his point of view. In human perception there are different points of view in sensing. There are those who perceive that something is good or positive or negative perceptions that will affect visible or real human actions.

Responses as a result of perception can be taken by individuals in various forms. Which stimulus will get a response from the individual depends on the attention of the individual concerned. Based on this, feelings, thinking abilities, experiences that are owned by individuals are not the same. In perceiving a stimulus, the perception results may differ from one individual to another. Everyone has a tendency to see the same thing in different ways. These differences can be influenced by many factors, including competence,

¹¹ Bimo Walgito. "*Pengantar Psikologi*". (Yogyakarta: Andi Offset, 2004) p.70

knowledge, experience and point of view.¹²

Based on the description of the background of the problem above, the researcher collected data regarding the perceptions of the 5th semester of English Language Education students towards the online learning process in one of the speaking course. To find out their perceptions and also the obstacles they experience during online learning to create a wise regulation, so that online learning can be carried out properly, not even become a burden. Accordingly, the researcher conducted a research entitled "**EFL Students' Perceptions of Online Learning in Speaking Course During the Covid 19 Pandemic**"

B. Research Question

Based on the research background above, there are several topics that can be discussed. Due to some constraints on time, availability, and accessibility, researchers paid attention to the topic: EFL Students' Perceptions of Online Learning in Speaking Course During the Covid 19 Pandemic

1. What are EFL students' perceptions of online learning in speaking course during the covid 19 pandemic?

¹² Fitri Jayanti & Nanda Tika Arista, "Persepsi Mahasiswa Terhadap Pelayanan Perpustakaan Universitas Trunojoyo Madura" *Journal Trunojoyo* (Vol 12, No 2, 2018) p.208

2. What are the obstacles in the online learning process of speaking course during the covid 19 pandemic?

C. Objective of The Study

Based on the research statement, this particular study aimed at finding out:

1. To explain EFL students' perceptions of online learning in speaking course during the covid 19 pandemic
2. To explain the obstacles in the online learning process of speaking course during the covid 19 pandemic

D. Significance of The Study

There are theoretical and practical benefits from this research as follows;

1. The theoretical benefit

This research is expected to be used as a contribution of knowledge in an effort to develop the implementation of online learning in speaking course. Provide input for all of us about the use of online methods as media to support conventional learning systems that are limited by time and place.

2. The practical benefit

- a. Lecturer

The results of this study can be a source of information for lecturers about student perceptions of online learning. Both of negative perceptions and positive

perceptions as well as obstacles faced by students in the learning process that will have an impact on student learning outcomes. It is hoped that online learning activities can be carried out properly.

b. Students

The results of this study are expected to be information for students about the existence of online learning methods as a learning solution during the COVID-19 pandemic. They can help students complete study even though the learning process is not face-to-face.

c. Researcher

The results of this study are expected to be used as the basis for further research, especially those related to students' perceptions of online learning

E. Limitation of The Study

In this study, the researcher focused on the EFL students' perception in English education department in the 5th semester at UIN Walisongo Semarang on online speaking course during the COVID-19 pandemic.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter describes a theory building used a basis for research. This chapter contains review of previous studies, theories, and conceptual framework.

A. Literature Review

1. Perception

a. Definition of Perception

Perception comes from the Latin *percipio* which means the organization, identification and interpretation of sensory information to represent and understand the environment. Goldstein argues that all perceptions involve signals that pass through the nervous system, initially resulting from physical or chemical stimuli from the sensory system. For example, vision involves light hitting the retina of the eye, smell is mediated by odor molecules, and hearing involves pressure waves.

Slameto found that the perceptual process to enter messages or information into the human brain by human perception is continuously related to the environment. This connection is carried out by the five

senses, those are the sense of sight, sense of taste, sense of smell, and sense of touch.¹³

Thus, all definitions define perception as the process by which a person receives information through the sense organs. The incoming stimuli interact with the information stored in the brain (memory) to cause perception. It is a process by which a person interprets the various stimuli received and forms a picture of the world. Stimulation is received through the sensory organs, those are the eyes, ears, nose, mouth and skin and is regulated by the brain. It is then stored as information. While doing so, the individual's brain colors and marks information using its own logic as well as previous memories and experiences, if any.

b. Factors Affecting Perception

According to Miftah Toha the factors that affect a person's perception are :

- 1) Internal factors: individual feelings, attitudes and personalities, prejudices, desires or expectations, attention (focus), learning processes, physical

¹³ Slameto. *Belajar dan Faktor-faktor yang mempengaruhinya*. (Jakarta: Rineka Cipta. 2003), p.12

conditions, mental disorders, values and needs as well as interests, and motivation.

- 2) External factors: family background, information obtained, knowledge and needs of the surroundings, intensity, size, opposites, repetition of motion, new and familiar things or the unfamiliarity of an object.¹⁴

These factors make individual perceptions different from one another and will affect the individual in perceiving an object, a stimulus, even though the object is really the same. The perception of a person or group can be much different from the perceptions of other people or groups even if the situation is the same. Differences in perceptions can be traced to individual differences, differences in personality, differences in attitudes or differences in motivation. Basically, forming this perception occurs within a person, but perception is also influenced by experience, the learning process, and knowledge.

c. The process of perception

According to Walgito, the process of perception begins with an object that causes a stimulus, then the

¹⁴ Miftah Toha. *Perilaku Organisasi Konsep Dasar dan Aplikasinya*. (Jakarta: Grafindo Persada, 2003) p. 154

stimulus hits the senses or receptors. This process is called the natural process or physical process.¹⁵ After going through a physical process, the stimulus received by the sensory organs is transmitted by the sensory nerves to the brain. This process is called a physiological process. Then there is a process in the brain as the center of consciousness so that the individual becomes aware of what is seen, what is heard, or what is felt. This process that occurs in the brain is known as a psychological process. This process is the final process of perception and is the real perception. The response as a result of perception can be taken by individuals in various forms.

Meanwhile, according to Sobur¹⁶, in the perception process there are three main components, those are:

- 1) Selection is the process of filtering the senses against external stimuli, the intensity and type of which can be many or a little.
- 2) Interpretation, that is the process of organizing information so that it has meaning for someone. Interpretation is influenced by various factors such

¹⁵ Bimo Walgito. *Pengantar Psikologi Umum*. (Yogyakarta: C.V And, 2010) p. 102

¹⁶ Alex Sobur. *Psikologi Umum*. (Bandung: Pustaka Setia, 2003), p. 447

as past experiences, adopted value systems, motivation, personality, and intelligence. Interpretation also depends on a person's ability to categorize the information it receives, the process of reducing complex information to a simple one.

- 3) Interpretation and perception are then translated into behavior as reactions. So the process of perception is to select, interpret, and round up the information that arrives.

From the description above, the researcher conclude that the perceptual process consists of a physical / selection process, a physiological process, a psychological process / interpretation, and ends with reactions / responses that can be positive or negative.

d. Perception Measurement

According to Notoatdmojo, perception, emotional life and the tendency to act are components of attitude.¹⁷ Therefore, the attitude measurement scale can be used to measure perception. Attitude scale can be measured using a Likert scale.

Likert scale uses several statements or questions to measure attitudes that are fundamental to the average

¹⁷ Soekidjo Notoatmodjo, *"Pengembangan Sumber Daya Manusia"* (Jakarta: PT. Rineka Cipta, 2003)

answer. In the Likert scale, respondents were asked to indicate the degree to which they agree or disagree on each statement or question with a choice of scales, those are strongly agree, agree, disagree, and strongly disagree. The Likert Scale Rating is explained in the table below

Table 2.1. Likert Scale Rating

Answer Choices	Score
Strongly agree	4
Agree	3
Disagree	2
Strongly disagree	1

The criteria for measuring perception are divided into two, those are positive and negative perceptions.¹⁸ According to Irwanto, after the individual interacts with the perceived objects, the perception results can be divided into two, those are:

- 1) Positive perception.

¹⁸ Sugiyono, *“Metode Penelitian Kuantitatif, Kualitatif dan R&D”*
,(Bandung : Alfabeta. 2016)

Perception that describes all knowledge (knowing it or not) and responses that are continued with efforts to use it.

2) Negative perception.

Perception that describes all knowledge (knowing it or not) and responses that are not in harmony with the perceived object. It can be said that the perception is positive or negative will always affect a person in taking an action, and the emergence of a positive perception or negative perception all depends on how the individual describes all his knowledge about an object that is perceived.¹⁹

2. Teaching speaking

a. Definition of Teaching Speaking

Teaching has a basic meaning as the process of providing information to students. In carrying out teaching activities the teacher is transferring knowledge, messages, or skills to students. At that time there is also an interactive process between the teacher and students, many experts have interpreted the word teach differently. According to Feiman-Nemser and

¹⁹ Irwanto. *"Psikologi Umum."* (Jakarta: PT. Prenhallindo. 2002) p. 71

Buchmann defines teaching as the work of helping people learn "things of value," which, as they show, adds an explicit moral dimension. Teaching is defined as helping others learn to do certain things, is a daily activity that involves many people regularly.²⁰

Annury stated that the main goal of teaching speaking is fluency, the ability to speak clearly, naturally, accurately and without a doubt. To achieve this, students will use language to express their ideas, starting from the stage of simply imitating patterns or responding to clues. Therefore, there are two additional levels of practice required to deal with the six elements of language, particularly the use of grammatical patterns and vocabulary terms, as well as practice to express ideas. To do this, teachers cannot rely on written texts as a basis for practicing speaking. Audiovisual materials is a powerful tool at all levels to stimulate and develop oral skills with no written sources of language. ²¹In the perception conveyed by

²⁰ Ball, D.L. and Forzani, F.M. "*The Work of Teaching and the Challenge for Teacher Education.*" *Journal of Teacher Education*, 2009, p. 501

²¹ Muhammad Nafi Annury, "The Impact of Structural Competence towards Speaking Competence of the Fourth Semester Students of English Department" *Journal Register IAIN Salatiga* , (Vol 6, No 2, 2013), p.207

Nunan, teaching speaking can be interpreted as teaching students to:

- 1) Generates English speaking voices and voice patterns
- 2) Use word and sentence stress, intonation patterns, and second language rhythms
- 3) Choose the right words and sentences according to the right social environment, audience, situation, and subject
- 4) Arrange their thoughts in a meaningful and logical order
- 5) Use language as a tool to express everything
- 6) Use language quickly and confidently fluently and doesn't give too much pause when pronouncing sentences, which is called fluency.²²

b. Strategy of Teaching Speaking

Various speaking teaching strategies have been used in the classroom for many situations. The speaking teaching strategies that are often applied in the classroom include simulation, communication games, drilling, and discussion. An activity where students are asked to pretend to be in various contexts

²² Nunan, D, *Practical English language teaching*. (New York: McGraw Hill.2003), p.83

and various social roles is called simulation. Students develop fluency well if they are involved in tasks where all the concentration is focused on producing something, not on the language itself, in this situation it is called discussion activities.²³

In addition, designing activities for teaching speaking requires several principles to consider, those are:

- 1) First, speaking activities need to maximize language production to give the best results in
- 2) Second, interactivity activities must be carried out by students, where in this situation students can show interest, understanding, and ask questions or provide so-called comments, and include a competitive element in which students work together to achieve certain goals
- 3) Third, teachers remember what students need, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency to encourage the use of authentic language in meaningful contexts.

²³ Thornbury, S. *How to Teach Speaking*. (England: Pearson Educational Limited. 2005). p. 108

3. Online Learning

a. Definition of Learning

M. Sobry Sutikno in his book learning and learning put forward the definition of learning, that is all efforts made by teachers (educators) so that the learning process occurs in students. Implicitly, in learning there are activities to choose, define and develop methods to achieve the desired learning outcomes.²⁴ So, in the next process, we can see that the success of a learning process cannot be separated from the participation and ability of a teacher in developing learning methods that aim at improving student learning in a teaching and learning process.

Based on the Regulation of the Minister of National Education (Permendiknas) Number 41 of 2007 concerning process standards for primary and secondary education units, that the process standards contain minimum criteria for the learning process in primary and secondary education units throughout the jurisdiction of the Unitary State of the Republic of Indonesia. Process standards include planning the learning process, implementing the learning process, evaluating learning outcomes, and evaluating learning

²⁴ M. Sobry Sutikno, "*Belajar dan Pembelajaran*" (Bandung: Prospect, 2009), p. 32

outcomes for the implementation of an effective and efficient learning process.

1) Learning Preparation

Good learning activities always start with a well-thought-out plan. Careful planning will show optimal results in learning. Planning is the process of compiling something that will be carried out to achieve predetermined goals. The implementation of the plan can be prepared based on the needs in a certain period in accordance with the wishes of the planner. But what is more important is that the plans made must be carried out easily and on target. Likewise, lesson plan, which is planned must be in accordance with educational targets. Teachers as subjects in making lesson plans must be able to arrange various teaching programs according to the approaches and methods that will be used

2) Learning process

The learning process is an overall activity designed to teach students. In the education unit, the learning process is carried out interactively, inspiring, fun, challenging, motivating students to participate actively according to their talents,

interests and physical and psychological development of students.²⁵

3) Learning evaluation

Assessment is the process of assigning or determining value to certain objects based on certain criteria. In the learning process, assessment plays an important role, one of which is to determine whether or not the learning process has been achieved.

b. Definition of Online Learning

Online learning (also known as electronic learning or e-learning) is the result of teaching delivered electronically using computer-based media.²⁶ Its materials is frequently accessed via a network, including websites, the internet, intranets, CDs, and DVDs. E-learning not only accesses information (eg, putting up web pages), but also helps learners with specific results (eg achieving goals). In

²⁵ Dedi Mulyasana, *Pendidikan Bermutu dan Berdaya Saing*, (Bandung: PT. Remaja Rosdakarya, 2012) p.155

²⁶ Ni Komang Suni Astini, "Tantangan Dan Peluang Pemanfaatan Teknologi Informasi Dalam Pembelajaran Online Masa Covid-19" *Jayapangus Press*, Vol. 3No. 2, 2020

addition to delivering teaching, e-learning can monitor student performance and report student progress.²⁷

According to Collins, Online Learning is defined as the creation and dissemination of personal computers, the globalization of ideas and other human actions, and the use of technology to exchange ideas and provide access to more people. Audio, video, computer, and networking technologies are often combined to create diverse instructional delivery systems. The basic method for uniting distance learning instructors with distance students is networking.²⁸

²⁹Online learning is learning that can be done anywhere and anytime, depending on the needs of 10 human resources (instructors, lecturers, instructors, and students) who carry out these online learning activities. It can be concluded that an educational system or concept that uses information technology in the teaching and learning process can be called an online learning or it can be called E-learning. E-

²⁷ Smaldino, E Sharon, dkk., *Teknologi Pembelajaran dan Media untuk Belajar*, diterjemahkan oleh arif rahman dari *Istruktural Technology And Media For Learning*, (Jakarta: Kencana Prenada Media Grup, 2011),p. 235

²⁸ Collins, S. "IT and accelerated learning: the perfect combination." *Training Journal*. 2002, p. 18-20.

²⁹ Dabbagh, N. & Bannan-Ritland, *Online learning: Concept, strategies, and application*. (New Jersey: Pearson education, 2005),p. 15

learning is an electronic-based learning process with one medium used is a computer network that allows it to be developed in a web-based form, so that it is then developed into a wider computer network, that is the internet. The presentation of web-based e-learning can be more interactive in this study called web-based learning.

c. Advantage of Online Learning

Bilfaqih and Qomarudin describe some benefits of online learning:

- 1) Improve the quality of education and training by using multimedia effectively in learning.
- 2) Increase the affordability of quality education and training through the implementation of online learning.
- 3) Reducing the cost of providing quality education and training through the use of shared resources.³⁰

In addition, the benefits of online learning according to Bates and Wulf in Mustofa, Chodzirin, & Sayekti consist of 4 things, those are:

³⁰ Bilfaqih, Y., Qomarudin, M.N, *Esensi Penyusunan Materi Daring Untuk Pendidikan Dan Pelatihan*. (Yogyakarta: DeePublish., 2015)

- 1) Increase the level of learning interaction between students and teachers or instructors (enhance interactivity),
- 2) Allows for learning interactions from anywhere and at any time (time and place flexibility),
- 3) Reaching out to students in a broad range (potential to reach a global audience),
- 4) Make it easy to improve and store learning materials (easy updating of content as well as achievable capabilities)³¹

It can be concluded that the benefits of the online learning process include advances in technology that can improve the quality of education and be able to improve the learning process by increasing interaction, simplifying the learning process because it can be done anywhere and anytime besides easy access to learning materials and being able to reach students with wide coverage.

d. Disadvantage of Online Learning

Haryono explains that online learning has several disadvantages:

³¹ Mustofa, Chodzirin, & Sayekti, L. “Formulasi Model Perkuliahan Daring Sebagai Upaya Menekan Disparitas Kualitas Perguruan Tinggi.” *Journal of Information Technology*, (Vol. 01, 2019,) p.154.

- 1) Lack of interaction between teachers and students or even between students themselves. This lack of interaction can slow down the formation of values in the teaching and learning process.
- 2) The tendency to ignore academic or social aspects and instead encourage the growth of business/commercial aspects
- 3) The process of learning and teaching it tends towards training rather than education.
- 4) Changes in the role of teachers from previously mastering conventional learning techniques, are now required to know learning techniques that use ICT
- 5) Students who do not have high learning motivation tend to fail
- 6) Not all places have internet facilities (perhaps this is related to problems with the availability of electricity, telephone or computer)
- 7) Lack of personnel who know and have skills in internet questions soal
- 8) Lack of mastery of computer language

e. Online Learning Model

The implementation of e-learning varies widely, but all of them are based on the principle of e-learning

which is organized as an effort to disseminate information in the form of learning materials via electronic media or the internet so that students can access it anytime and anywhere. The characteristic of e-learning is the creation of a flexible and distributed learning environment. Based on this understanding, e-learning can be divided into four models, those are:

1) Web Based Learning

Web-based learning is a distance learning system based on information and communication technology with a web interface. In web-based learning, students learn online via a website. They can communicate with colleagues or students through the facilities provided by the website Content Technology Services.

2) Computer Based Learning

Computer-based learning can be defined as independent learning activities that can be carried out by students using a computer system. Rusman suggests that computer-based learning is a learning program used in the learning process using computer software which contains titles, objectives, learning materials, and learning evaluation.

3) Virtual Education

Based on Kurbei's definition, the term virtual education refers to learning activities that occur in a learning environment where teachers and students are separated by distance and time. The teacher provides learning materials through the use of several methods such as LMS applications, multimedia materials, internet use, or video conferencing. Learners receive materials and communication by utilizing the same technology.

B. Previous Research

1. Research conducted by Rifari Baron³²

This research is entitled "*Students' Perception on Online Application in Speaking Skill*" conducted in 2020. The purpose of this research is to identify suitable online applications for learning to speak English that suit the needs of students. The research method uses descriptive qualitative. The data collection process is interviews, observations, and questionnaires. The results show that zoom and google hangouts meet are popular video applications. While the Youtube website is an attractively

³² Rifari Baron. "Students' Perception on Online Application in Speaking Skill". *Voices of English Language Education Society*. Vol. 4, No. 2. 2020

chosen web application for learning to speak English and WhatsApp social media is easy to use in learning to speak English. He is able to create groups. The implication of learning is to increase the creativity of teachers in using online applications.

The similarities between this research and my research are both researching on speaking, and also using qualitative research methods. The different is the focus on this research is on online applications, while the focus of my research was on online learning.

2. Research conducted by Antonius Setyawan Sugeng Nur Agung, Monika Widyastuti Surtikanti and Charito A. Quinones

This research is entitled *"Students' Perception of Online Learning during COVID-19 Pandemic: A Case Study on the English Students of STKIP Pamane Talino"* which was held in 2020. The current study is a collective case study consisting of survey analyzes of students' perceptions of their online learning during the pandemic. the participants in this study were 66 students of the English Education Study Program at the Pamane Talino School of Education (STKIP Pamane Talino). This study identified three main obstacles in implementing online learning of the STKIP Pamane Talino English Education Study Program: The first is the availability and

sustainability of the internet connection, the second is the accessibility of teaching media, and the last is the compatibility of learning tools. access media. The results of the current study indicate that accessibility is still the main factor influencing the success of online learning. Online learning for the English Education Study Program at STKIP Pamane Talino, requires several friendly platforms so that student participation can be increased. This is especially true for students living in rural areas with limited internet connections and other support systems. This study has the same topic, about student perceptions of online learning, besides that the research respondents are also students. The focus of this research is more on perceptions in the aspect of advice and infrastructure, while in the research that will be conducted, all aspects related to the learning process become the focus of research.

3. Research conducted by Deepika Nambiar³³

This research is entitled "*The impact of online learning during COVID-19: students' and teachers' perspective*" conducted in 2020. The purpose of this study

³³ Deepika Nambiar. "The impact of online learning during COVID-19: students' and teachers' perspective". *The International Journal of Indian Psychology*. Vol 8. 2020.

was to conduct an online survey regarding the perceptions and experiences of teachers and students related to online learning. The sample consisted of 70 teachers and 407 students from colleges and universities in Bangalore city. The online survey method was used for data collection purposes. The findings indicate that the following areas are important for teacher and student satisfaction with online classes, these areas are: quality and timely interaction between students and professors, availability of technical support, structured online classroom modules, and modifications to accommodate practical classroom implementation.

The similarity between this research and mine is that they both have the topic of perception on online learning. while the difference is that the participants in this study were teachers and students, while in my study the participants were only students.

C. Conceptual Framework

Everything that is received by the five senses related to the phenomenon that occurs will give rise to perception. Perception also includes a person's grasp of events that occur to form a mindset within oneself. In addition, perception is also formed from observations made of a phenomenon to form a positive or negative mindset.

Judgment of things is an important function of perception. A learning can be said to be successful if the students' perceptions are in the good category. In other words, the success of a learning is determined based on the perception of students who experience learning. Evaluation of a lesson is also carried out based on the perception of all learning actors on the teaching materials provided.

Online learning at UIN Walisongo Semarang has been carried out since the pandemic occurred. Online learning is also carried out in the Speaking course. During online learning, teaching and learning activities are carried out online, to avoid direct contact between teachers and students so as not to contract the Covid-19 virus.

In practice, online learning in speaking course creates a different perception for students. This perception arises as a result of the obstacles experienced by both students and teachers when online learning is applied. Constraints that often occur are the difficulty of internet signals to access learning activities, high internet quotas, and the availability of devices as learning tools.

The perception of 5th semester students majoring in English education is needed as an indicator of the success of online learning in speaking course. Students' observations of the subjects carried out will bring up various positive and negative responses that are used as benchmarks for

researchers to assess the effectiveness of online speaking learning on the success of delivering teaching materials delivered by teachers and how students understand the material presented.

CHAPTER III

RESEARCH METHOD

This chapter consists of research design, research setting, participants, source of data, research focus, the data collection techniques and the instruments, data analysis techniques and data validity test. Each of them is presented in the following discussion.

A. Research Design

In this study, researcher used descriptive qualitative research that focused on EFL students' perceptions in online speaking course. This method is used to describe phenomena or facts in the field.

Descriptive qualitative research methods are used to examine the questions that best describe verbally how participants in a study perceive and interpret various aspects of their environment.³⁴ Descriptive qualitative research refers to process-oriented methods used to understand, interpret, describe, and develop theories about a phenomenon or setting. It is a systematic, subjective approach used to describe life experiences and give them meaning

Qualitative research methods are methods used to examine the state of natural objects, where the researcher is the

³⁴ Aan Komariah, Djam'an Satori. *Metode Penelitian Kualitatif*. (Bandung : Alfabeta 2011) P.34

key instrument, combined data collection techniques, inductive qualitative research data analysis, and puts more emphasis on the generalization of meaning. According to Creswell qualitative research is research with an approach to understanding the meaning of an individual or group and exploring social or human problems.

It can be concluded that qualitative descriptive tries to describe a social phenomenon in the form of words. The main purpose of descriptive research is to describe the current state of view. In simple terms, it is a fact-finding investigation. In descriptive research, definite conclusions are acceptable, but do not establish cause and effect relationships.

B. Research Setting

This research was conducted at UIN Walisongo Semarang, which is located at Jalan Walisongo, Tambakaji, Ngaliyan, Semarang, Central Java on 6 - 22 August 2021. The research was carried out remotely through online media, due to the application of online learning, which makes most UIN Walisongo students choose to return to their respective homes in various regions in Indonesia.

C. Participants

Participants in this study were students in English education department in 5th semester at UIN Walisongo. Researcher looked at the results of filling out the questionnaire to determine student perceptions of online learning in speaking

course. Then 12 students were interviewed by researcher to find out the obstacles experienced by students during the implementation of online learning in speaking course.

D. Source of Data

The data source is the subject from which the data is obtained. The main data sources in this research are words or statements submitted by respondents, and the behavior directed by the object of research.³⁵

1. Primary Data

Primary data is data obtained or collected by the person conducting the research or who is concerned and needs it. Primary data is also called original data. In this study, the researcher obtained primary data about student perceptions and obstacles in online learning in speaking course through interviews and questionnaires with 5th semester students in English education department who have carried out online learning in speaking course.

2. Secondary Data

Secondary data is data obtained or collected from existing sources. This data is usually obtained from the library or from the reports of previous researcher. In this study, researcher obtained data through source books as

³⁵ Lexi, J. Moleong, *Metodelogi Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 1996), P. 112

reinforcement from data obtained from the first source or primary data. As for primary data, such as books and journals, sources about perceptions and obstacles experienced by students when carrying out online learning.

E. Research Focus

In qualitative research, the research focus is useful for limiting the field of inquiry. Moleong revealed that the focus of qualitative research is the core of the researcher's experience or through knowledge gained from the study of scientific literature. The focus of research in this study is the perceptions and constraints of students during the implementation of online learning in speaking course. To find out, the researcher categorized them into 3 aspects, those are: learning preparation, learning process, and learning evaluation. From these three aspects, researcher obtained information about EFL students' perceptions and obstacles in online learning in speaking course during the covid 19 pandemic.

F. Technique of Data Collection

Data collection techniques are the most important step in research, because the main purpose of research is to get data. Data collection can be done in a variety of settings, multiple sources and a variety of ways. When viewed from the settings, data can be collected in natural settings. When viewed from the

data source, data collection can use primary and secondary sources. Furthermore, when viewed in terms of data collection methods or techniques, data collection techniques can be done by using questionnaires, observation, interviews, documentation and a combination of the four Sugiyono ³⁶. In this study, the researcher used questionnaire and interview as the method used to collect data.

1. Questionnaire

Questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer. Questionnaires can be as closed or open questions / statements, can be given to respondents directly or sent by post or internet. There are 2 types of questionnaires, those are:

a. Closed Questionnaire

Closed questionnaires consist of questions or statements with a certain number of answers as choices. Respondents checked the answers that best matched their stance.

b. Open Questionnaire

This questionnaire provides a full opportunity to give answers according to what the respondent feels is necessary. The researcher only gives several questions

³⁶ Sugiyono, *Metode Penelitian Kombinasi (Mix Methods)*.(Bandung: Alfabeta., 2015), p. 137

regarding the research problem and asks the respondent to describe his opinion or stance at length if desired.

The questionnaire used in this study was a closed questionnaire, to answer EFL students' perceptions of online learning in the speaking course where respondents were asked to answer questions and answer by choosing from a several alternative answers provided. The researcher distributed a written questionnaire through a google form to a number of respondents who were several the sample.

Procedure for collecting questionnaire data:

- a. The researcher prepared the guideline for the questionnaire instrument.
- b. The researcher made a questionnaire via google form
- c. The researcher provided a link to fill out the questionnaire to each class through their WhatsApp group.
- d. After the students finished filling out the questionnaire, the researcher made a table of the results of filling out the questionnaire
- e. After the table of results for filling out the questionnaire has been completed, the data is ready to be analyzed

1. Interview

Interview is a conversation with a specific purpose. The conversation was carried out by two parties, namely the interviewer who asked the question and the respondent who gave the answer to the question³⁷ Researcher used interviews in this study to find out student obstacles during the implementation of online learning in speaking course during the covid 19 pandemic, the interview model used was a structured interview.

Due to conditions that make it impossible to conduct face-to-face interviews, in this study, the interview process in this study was carried out via Whatsapp messages.

Interview procedure:

- a. Researcher prepared interview guidelines.
- b. Researcher are looking for participants who will to conduct interviews
- c. After getting the participants, the researcher created a whatsapp group to provide information about interviewing
- d. Researcher interviewed with participants one by one via whatsapp chat with the implementation time according to the agreement with each participant.

³⁷ Lexy J Moleong, *Metodologi penelitian kualitatif*, (Remaja Rosdakarya: Bandung, 2010), p.186

- e. Interviews were conducted using Indonesian, starting with the first approach with self-introduction, then followed by questions according to the list of questions that had been designed.
- f. After the interview was completed, the researcher conducted a transcript
- g. After the transcription process, the researcher translated it into English. After that, the data is ready for analysis.

G. Instrument

The research instrument is a tool used to measure the observed natural and social phenomena. The instruments used in this research are questionnaires and interviews.

1. Questionnaires

The questionnaire aims to determine student perceptions and obstacles in carrying out online learning in speaking course during the covid 19 pandemic which contains 3 aspects, those are learning preparation, learning implementation and learning evaluation. The researcher provided 30 questions in the form of a closed questionnaire were be presented via a google form, so that participants can fill out the questionnaire online.

Furthermore, before giving the questionnaire, the researcher first made a grid of questionnaire guidelines as follows:

Table 3.1 Grid of questionnaire guidelines about EFL students' perceptions of online learning in speaking course during the covid 19 pandemic

Variable	Aspect	Indicator	Instrument	Instrument number
EFL Students' perceptions of online learning in speaking course during the covid 19 pandemic	Learning preparation	Knowing students' perceptions about learning preparation	Questionnaire	1-6
	Learning process	<ul style="list-style-type: none"> • Knowing students' perceptions of the learning strategies/models used • knowing students' perceptions of interactions 		7-25

		in learning activities <ul style="list-style-type: none"> • Knowing students' perceptions of the facilities and infrastructure needed in learning. 		
	Learning evaluation	Knowing the students' perceptions of learning outcomes		26-30

source: Regulation of the Minister of National Education (Permendiknas) Number 41 of 2007

2. Interview

Interviews were used to obtain data about students' obstacles to online learning in speaking course during the Covid 19 pandemic, were carried out via Whatsapp messages.

Furthermore, before conducting interviews, the researcher first made a grid of interview guidelines as follows:

Table 3.2 Grid of interview guidelines about students' obstacles to online learning in speaking course during the Covid 19 pandemic

Variable	Aspect	Indicator	Instrument	Instrument number
EFL Students' obstacles to online learning in speaking course during the covid 19 pandemic	learning preparation	Knowing students' obstacles about learning preparation	Interview	1
	Learning process	<ul style="list-style-type: none"> • Knowing students' obstacles of the learning strategies/models used • knowing students' obstacles of interactions in learning activities 		2-4

		<ul style="list-style-type: none"> Knowing students' obstacles of the facilities and infrastructure needed in learning. 		
	Learning evaluation	Knowing the students' obstacles of learning outcomes		5-6

source : Regulation of the Minister of National Education (Permendiknas) Number 41 of 2007

H. Method of Analyzing Data

After finishing compiling the data collection techniques used, the next step is to perform data analysis. Data analysis is the middle stage of a series of deep stages, a study that has a very important function. Several stages of Miles and Herberman's interactive analysis model go through four stages, data reduction, data display and drawing conclusions.³⁸

³⁸ Miles, B. Mathew dan Michael Huberman. *Analisis Data Kualitatif Buku Sumber Tentang Metode-metode Baru*. (Jakarta: UIP, 1992)

a. Data Reduction

Data reduction is a process of selection, simplification, and abstraction. The way to reduce data is by selecting, making a summary or brief description, classifying it into patterns by making transcripts, researching to emphasize, shortening, focusing, making parts that are not important and drawing conclusions to be drawn.

Data obtained from interviews were selected by researcher. The researcher grouped the answers given by the participants based on the questions, then the researcher selected the core answers from the participants that were in accordance with the questions, for the data obtained from the questionnaire, the researcher used all the answers given by the respondents. The data set will be selected and categorized as relevant data and raw data. Raw data is selected again and relevant data according to the problem formulation and research objectives were prepared for the data presentation process.

b. Data Display

Data presentation is a structured collection of information to provide the possibility of drawing conclusions and taking action. So that the presentation of the data does not deviate from the subject, the presentation

of the data can be realized as a matrix, graph, network, or chart as a guide for information about what is happening. The data is presented according to what is learned.

In the appearance of interview data, the researcher displays all the answers from the participants who have been grouped on the same question, then at the end of the paragraph on each question, the researcher concludes from the answers to the question. As for the appearance of the questionnaire data, the researcher displays all the data that has been obtained in tabular form. In the table, the researcher has calculated the total score and percentage for each question, then the percentage in each question is calculated on average to find out the category obtained in each aspect. Percentage calculation is done using the following formula:

Highest score count = 4 × total of all respondents

Lowest score count = 1 × total of all respondents

$$\text{Percentage} = \frac{\text{Total Score of each statements}}{\text{Highest score count}} \times 100 \%$$

39

³⁹ Ngalim Purwanto, *Ilmu Pendidikan Teoritis dan Praktis*.
(Bandung : Remaja Karya,2002),P.102

d. Drawing a conclusion

Drawing conclusions is an attempt to find or understand the meaning, regularity of explanatory patterns, causal paths or proportions. The conclusions drawn are immediately verified by looking and questioning again while looking at the field notes to obtain a more precise understanding. In addition, it can also be done through discussion. This is done so that the data obtained and interpreting the data have validity so that the conclusions drawn are solid. Furthermore, the data that has been analyzed, explained and interpreted as words to describe facts in the field, meaning or to answer research questions which are then taken from the core.

In this study, to draw conclusions from interview data, researchers looked for most answers given by interview participants, then from most answers, researcher could determine the outline, so that they could draw conclusions from interview answers given by participants regarding student barriers in online learning in speaking course. Meanwhile, to draw conclusions from the results of the questionnaire, the researcher calculates the average percentage of each aspect, so that it can produce a final average, then the final average percentage results are categorized according to the Questionnaire rating category, so that researcher can conclude students' perceptions about

online learning in speaking course during the covid 19 pandemic.

Table 3.3 Questionnaire rating category⁴⁰

Percentage Interval	Category
86% - 100%	Very Good
85% - 70%	Good
69% - 54%	Not good enough
53% - 38%	Not good

⁴⁰ Arikunto. *Prosedur Penelitian : Suatu Pendekatan Praktik*. (Jakarta : Rineka Cipta, 2010) p. 246

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the result of the research finding and discussion about EFL Students' Perceptions of Online Learning in Speaking Course During The Covid 19 Pandemic.

A. Research Findings

This research was conducted at UIN Walisongo Semarang in the Department of English Language Education. The subjects in this study were 5th semester students of English Education. This research data was obtained from questionnaires and interviews regarding the perceptions and obstacles of 5th semester students of English Education Department UIN Walisongo Semarang. In data collection, there are 3 aspects that are used as references to determine perceptions and also obstacles when carrying out online learning in the Speaking, learning preparation, learning process, and learning evaluation course. To find out the complete research results, data analysis will be presented as follows:

1. Questionnaire Findings

The findings of the questionnaire to determine EFL Students' perceptions of online learning in speaking course during the covid 19 pandemic. The questionnaire was filled out via a google form, with 109 5th semester students

majoring in English education, there were 66 students who had filled out the questionnaire. Statements regarding student perceptions consist of 3 aspects, in which the first aspect is regarding learning preparation, learning process and learning evaluation with 30 statements.

The data obtained from the questionnaire can be seen in table 4.1

Table 4.1 The results of questionnaire

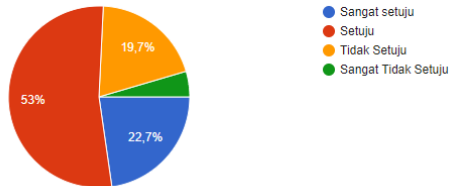
Statements	Frequency				Total score	%	Avarage	Overall average	
	4	3	2	1					
Learning preparation									
1.	15	35	13	3	194	73.40%	69.48%	68.47%	
2.	4	48	11	3	203	77%			
3.	10	34	20	2	184	69.60%			
4.	10	22	25	9	165	62.50%			
5.	8	38	15	5	181	68.50%			
6.	7	35	17	7	174	65.90%			
Learning Process									
7.	6	30	22	8	166	62.80%	66.67%		
8.	6	30	22	8	166	62.80%			
9.	10	31	20	5	178	67.40%			
10.	13	30	17	6	182	68.90%			
11.	5	22	27	12	152	57.60%			

12.	6	33	19	8	169	64%		
13.	7	35	16	8	173	65.50%		
14.	7	48	8	3	199	75.30%		
15.	5	46	12	3	185	70.10%		
16.	5	31	24	6	167	63.20%		
17.	10	33	20	3	182	68.90%		
18.	5	35	21	5	172	65.10%		
19.	11	39	13	3	190	71.90%		
20.	10	30	19	7	175	66.20%		
21.	13	37	12	4	191	72.30%		
22.	4	35	22	5	170	64.40%		
23.	5	29	23	9	162	61.40%		
24.	13	35	13	5	188	71.20%		
25.	15	25	18	8	179	67.80%		
Learning Evaluation								
26.	6	33	20	7	170	64.40%		69.26%
27.	9	35	16	6	179	67.80%		
28.	12	39	10	5	190	72%		
29.	12	21	24	9	168	63.70%		
30.	29	23	8	6	207	78.40%		

Questionnaire Result Diagram

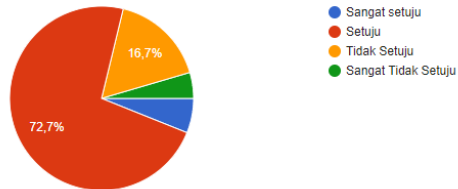
1. Materi pelajaran yang di berikan dapat membantu pembelajaran daring

66 jawaban



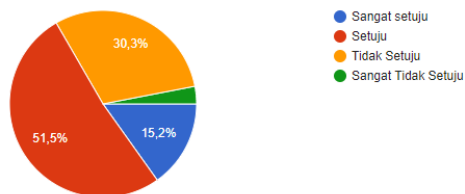
2. Materi yang disampaikan secara daring telah sesuai dengan kontrak perkuliahan

66 jawaban



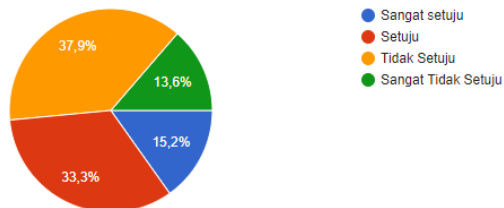
3. Pelaksanaan waktu pembelajaran daring tepat waktu sesuai dengan jadwal

66 jawaban



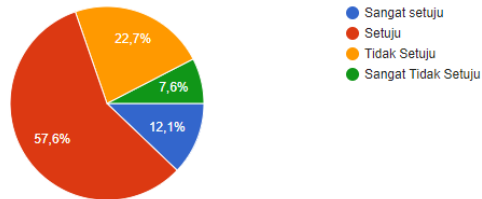
4. Metode pembelajaran daring sangat memudahkan saya dalam menerima mata kuliah speaking

66 jawaban



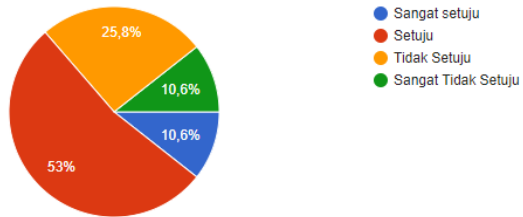
5. Materi pelajaran yang di dapat mudah di akses sehingga tidak ada kesulitan yang berarti untuk dapat mengakses materi tersebut

66 jawaban



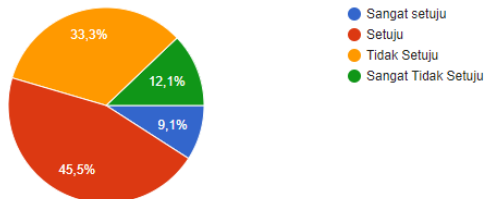
6. Saya merasa siap dengan pelaksanaan perkuliahan online

66 jawaban



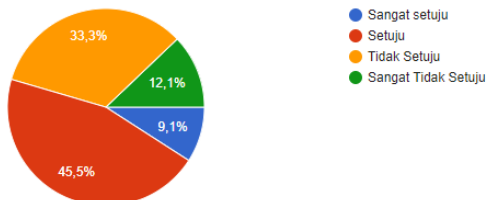
7. Metode pembelajaran daring memudahkan saya dalam materi pada mata kuliah speaking

66 jawaban



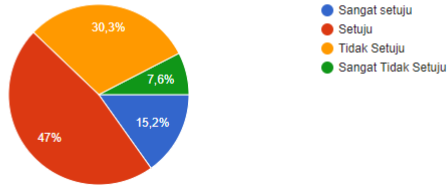
8. Metode atau cara mengajar memberikan kemudahan bagi mahasiswa untuk melaksanakan mata kuliah speaking

66 jawaban



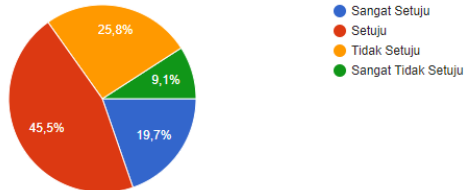
9. Materi mata kuliah speaking yang diajarkan secara daring tersedia dengan baik sehingga saya mudah mengerti

66 jawaban



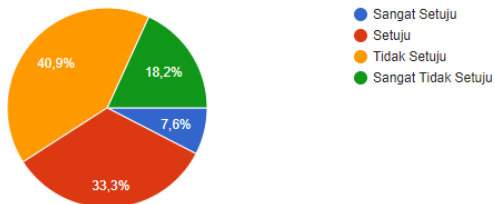
10. Dosen selalu membimbing saya dan teman dalam belajar secara daring sehingga saya dan teman paham terhadap materi yang diberikan

66 jawaban



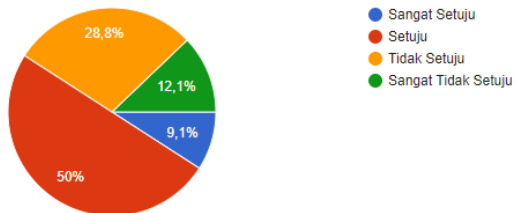
11. Proses kegiatan pembelajaran terasa menarik dan tidak membosankan

66 jawaban



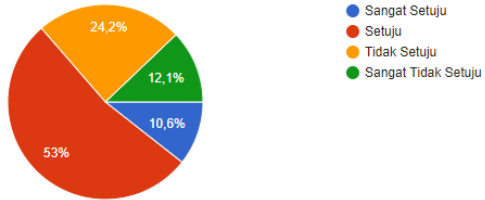
12. Saya antusias dalam melaksanakan pembelajaran online

66 jawaban



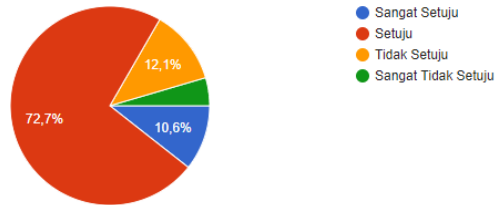
13. Terdapat banyak praktek speaking dalam proses pembelajaran online

66 jawaban



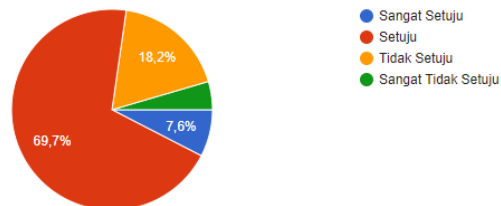
14. Tugas yang di berikan sesuai dengan materi

66 jawaban



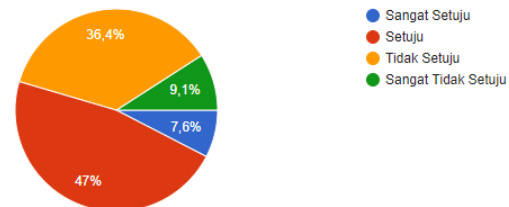
15. Tugas yang di berikan masih sesuai kemampuan saya dan tidak membebani

66 jawaban



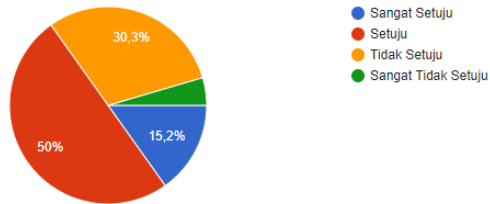
16. Komunikasi antara dosen dengan mahasiswa dapat berjalan dengan baik

66 jawaban



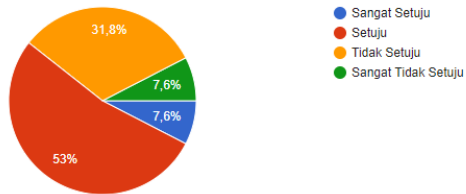
17. Saya aktif dalam kegiatan pembelajaran

66 jawaban



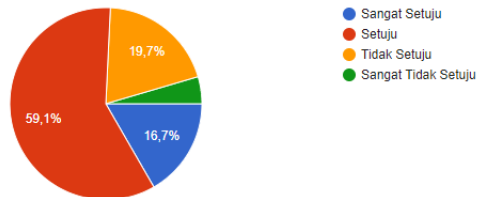
18. Interaksi yang terjadi selama proses pembelajaran membuat kemampuan berbicara saya meingkat

66 jawaban



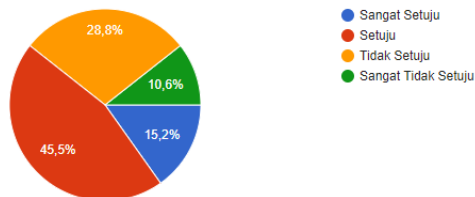
19. Selama kegiatan pembelajaran online saya tetap dapat melakukan diskusi dengan teman yang lain

66 jawaban



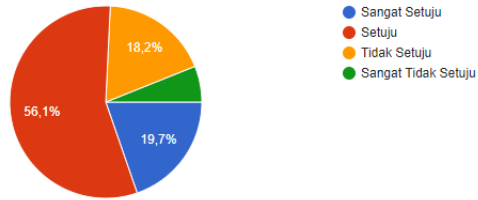
20. Saya merasa percaya diri ketika ingin berbicara dalam kegiatan pembelajaran online

66 jawaban



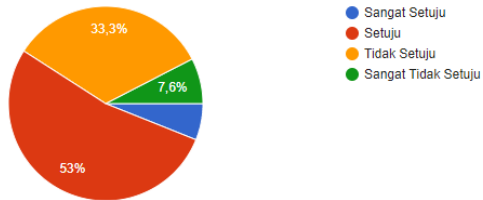
21. Saya telah memiliki perangkat yang memadai untuk melaksanakan pembelajaran online

66 jawaban



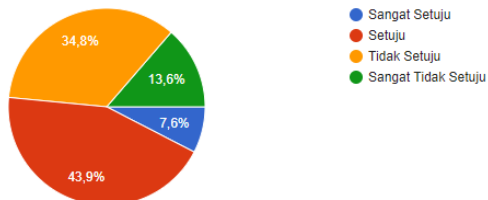
22. Media yang digunakan untuk pembelajaran online efektif meningkatkan kemampuan speaking saya

66 jawaban



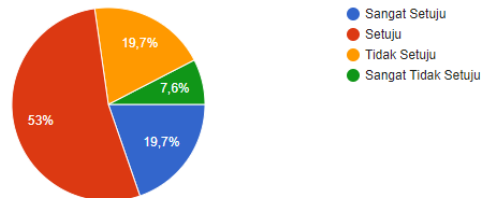
23. Saya tidak memiliki kendala yang berarti saat melaksanakan pembelajaran online

66 jawaban



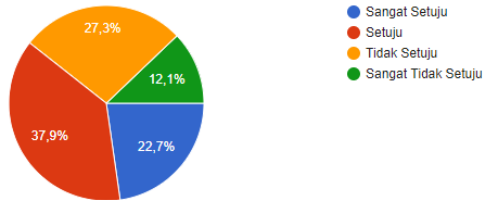
24. Saya tidak keberatan dengan media yang di gunakan dalam kegiatan pembelajaran online

66 jawaban



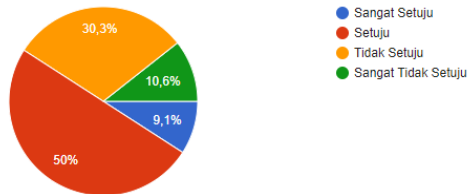
25. Secara umum, saya puas dengan pembelajaran online yang dilakukan

66 jawaban



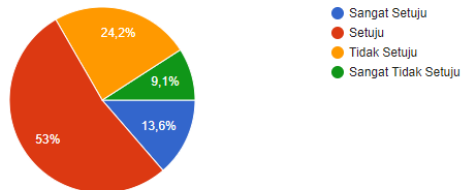
26. Saya merasa percaya diri dengan kemampuan speaking saya setelah mengikuti kelas speaking online

66 jawaban



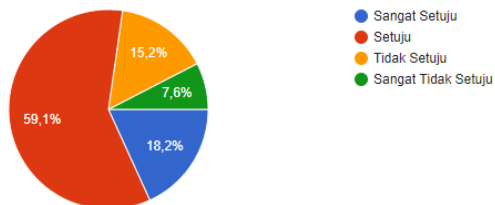
27. Kegiatan perkuliahan daring tetap dapat meningkatkan kemampuan speaking siswa

66 jawaban



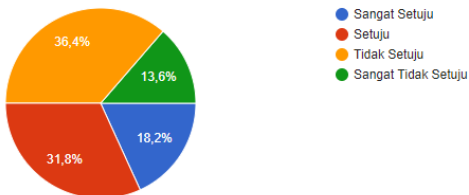
28. Nilai yang saya dapatkan sesuai dengan pemahaman saya ketika belajar mata kuliah speaking daring.

66 jawaban



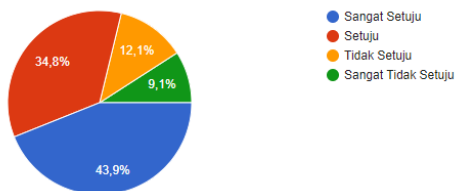
29. Saya merasa tidak ada kerumitan belajar dengan penerapan metode daring

66 jawaban



30. Menurut saya pembelajaran secara daring sangat membantu dalam menggantikan pembelajaran secara konvensional dimasa pandemi Covid-19.

66 jawaban



Based on the data in table 4.1, the data shows that the average has been grouped into 3 aspects, then the 3 aspects are also averaged to find out the final average. It can easily categorize the results of the questionnaire data acquisition. The results of the percentage category can be seen in table 4.2

Table 4.2 Overall Result EFL Students' perceptions of online learning in speaking course during the covid 19 pandemic

Aspect	% Avarage	Category
Learning preparation	69.48%	Not good enough
Learning process	66.67%	Not good enough

Learning evaluation	69.26%	Not good enough
Overall average	68.47%	Not good enough

Based on table 4.2, it is known that the overall results of EFL students' perceptions of online learning in speaking course, which consist of 3 aspects show an average of 68.47%, with the category not being good enough. For questionnaire aspects of the EFL students' perception on online learning in speaking course, the three also have a category that is not good enough, which for the learning preparation aspect has an average of 69.48%, for the Learning process aspect it has an average of 66.67% and the last one for the learning evaluation aspect has an average of 69.26%

2. Interview Findings

The findings of the interview are to find out the obstacles of students in online learning in speaking course during the Covid 19 pandemic. The interviews were conducted via whatsapp chat with representatives of 12 students, where to get interview participants, the researcher gave notice to each whatsapp class group of 5th semester students majoring in English education, so that for interview participants can join the group that has been created by the

researcher. In presenting the data, the researcher uses the following codes:

- Q stands for interview questions.

- A stands for interview answer.

In conducting interviews, the questions given to participants are the same aspects as the questionnaire. Researcher present interview data consisting of 6 questions, as follows:

a. In the first question, the researcher asked about preparation for online learning

Q : *Bagaimana pendapat anda tentang persiapan pembelajaran daring seperti materi pembelajaran, media dan lainnya ? Apakah terdapat kendala ?* (What do you think about online learning preparation such as learning materials, media and others? Are there any obstacles?)

A 1: *“Saya pribadi tidak ada kendala terkait materi”*
(Personally, I don't think there are any problems with the materials)

A2 : *“Menurut saya untuk bahan materi dan media tidak ada kendala, itu menurut saya. Tapi mungkin terdapat satu kendala yaitu jaringan internet antara dosen dan mahasiswa”* (In my opinion, there are no obstacles for materials and

media, but there is one obstacle, namely the internet network between lecturers and students)

A3 : *“Menurut saya, untuk persiapan materi pembelajaran sudah sangat bagus dan mudah diakses, untuk kendalanya mungkin dari segi jaringan, kadang sinyal suka hilang mendadak saat zoom meeting sedang berlangsung”* (In my opinion, the preparation of learning materials is very good and easy to access, but there are obstacles in the internet network, sometimes the signal suddenly disappears when a zoom meeting is in progress.)

A4 : *“Menurut saya untuk persiapan pembelajaran daring baik dari segi materi maupun media dosen sudah mempersiapkan dengan baik. Kemudian untuk kendala pembelajaran daring menurut saya yakni dalam hal sinyal karena terkadang pembelajaran disampaikan via Zoom jadi memang membutuhkan sinyal yang stabil.”* (In my opinion, for the preparation of online learning, both in terms of materials and media, the lecturers have prepared well. Then for online learning constraints, in my opinion, in terms of signals, because sometimes learning is delivered via Zoom, so it does require a stable signal.)

- A5 : *“Tergantung ya. Terkadang persiapannya sudah mumpuni. Dari segi materi, dan instruksi pemberian tugasnya. Tp terkadang guru hanya memberikan tugas tanpa memberi materi. Sehingga itu membuat saya sbg mahasiswa menjadi bingung untuk mengerjakan tugas tersebut. Tetapi untuk media tidak ada kendala sejauh ini bagi saya”* (It depends, sometimes the preparation is already qualified. In terms of materials, and instructions for giving assignments. But sometimes the teacher only gives assignments without giving materials. So that makes me as a student confused to do the assignment. But for media no problem so far for me.)
- A6 : *“Kalo persiapan & materi gitu biasanya si aman, ga ada kendala mba. Yang jadi kendala tu sinyal biasanya mba”* (The preparation of the materials is good, there are no problems. Usually the problem is the signal.)
- A7 : *“kalau dari saya sendiri mngkin persiapan diri yang kurang. Jadi kadang kalau belum siap diminta untuk kelas online jadi tidak focus”* (The preparation of the materials is good, there are no problems. Usually the problem is the signal.)

A8 : *“Menurut saya, pembelajaran daring kelas speaking yang sudah saya dapatkan kurang baik, baik dari segi materi dan media. Karena, pada waktu itu kelas speaking secara daring hanya diberi tugas membuat video 1. Yang di upload di Ig tentang cerita masa lalu 2. Yang di upload di google drive yaitu tentang aktivitas keseharian mahasiswa yang diceritakan menggunakan bahasa Inggris, penilaian dari tugas tersebut meliputi : pronunciation, topic, and editing. Tidak ada materi yang diberikan, dosen hanya mengontrol proses pembuatan video tersebut. Dosen hanya mengecek lewat grup WA yang menjelaskan perjalanan setiap mahasiswa dalam membuat tugas tersebut. Jujur, saya merasa sangat malass. Karena tidak ada materi yang diberikan. Untuk kendala yang saya hadapi adalah jaringan di daerah saya. Saya tinggal di desa walaupun tidak pelosok, tapi jaringan disini kurang memadai. Seperti kasus yang saya alami pada kelas speaking, saya tidak bisa edit juga karena jaringan dan kuota. Karena pemerintah belum memberikan kuota pada waktu itu.”* (In my opinion, the online learning of speaking class that I have received is not good, both in terms of

materials and media. Because, at that time the online speaking class was only given the task of making videos 1. The ones uploaded on Ig were about past stories 2. The ones uploaded on Google Drive were about students' daily activities that were told in English, the assessment of the assignment included: pronunciation, topic, and editing. No materials given, the lecturer only controls the process of making the video. The lecturer only checked through the WA group which explained the journey of each student in making the assignment. Honestly, I feel very lazy. Because no materials is given. The problem that I face is the network in my area. I live in a village, although not remote, but the network here is inadequate. As was the case in my speaking class, I couldn't edit either because of the network and quota. Because the government had not provided a quota at that time.)

A9 : *“Mungkin kalo dari dosennya sendiri sepertinya persiapan pembelajaran daringnya sudah matang kak. Materi pembelajaran yang disampaikan sudah sesuai dengan RPS, dan sama sekali tidak memberatkan mahasiswa. Untuk media yg digunakan pun sudah cukup bervariasi dan*

memudahkan mahasiswa. Namun kalo dari mahasiswanya, terutama saya sepertinya masih terdapat kendala kak. Terutama di bagian media. Terkadang saat kita sedang kuliah itu sinyalnya tiba² hilang sendiri, sehingga kita kurang menangkap dan memahami materi pembelajaran yang disampaikan” (Maybe from the lecturers themselves, it seems that the preparation for online learning is ready, Sis. The learning materials delivered is in accordance with the RPS, and does not burden students at all. The media used is also quite varied and makes it easier for students. However, from the students, especially me, it seems that there are still problems, Sis. Especially in the media section. Sometimes when we are in college, the signal suddenly disappears by itself, so we don't catch and understand the learning materials being delivered)

A10: *“Untuk persiapan materi sudah bagus, karena mudah untuk di akses juga”* (The preparation of the materials is good, because it is easy to access too)

A11: *“Persiapan materi sudah cukup baik, karena materi pelajaran yang diberikan dapat diakses dengan mudah”* (The preparation of the materials

is quite good, because the subject matter provided can be accessed easily)

A12 : *“Sebenarnya tidak terdapat kendala dengan materinya, hanya saja karena memori hp saya sudah full, jadi terkadang saya tidak bisa membuka materi yang diberikan oleh dosen”*
(Actually there are no problems with the materials, it's just because my cellphone memory is full, so sometimes I can't open the materials given by the lecturer)

Based on answers from interview participants, 11 of 12 participants stated that the preparation for learning was good, because the lecturer had prepared the materials quite well and the materials provided was also easy to access. It's just that there are problems with their internet connection. But, there was one participant who stated that for the preparation of online learning the speaking class he had received was not good, both in terms of materials and media. because the lecturer only gave the task of making a video and no materials was given, the lecturer only controlled the process of making the video. The lecturer only checked through the WA group which explained the journey of each student in making the assignment. It can be concluded

that the provision of online learning in speaking course is good.

- b. In the second question, the researcher asked about the model/strategy applied in the implementation of online learning

Q : *Apakah model /strategi pembelajaran yang diterapkan cocok dengan pelaksanaan pembelajaran online pada mata kuliah speaking ? Apakah terdapat kendala ? (Is the applied learning model/strategy compatible with the implementation of online learning in speaking course? Are there any obstacles?)*

A1 : *“Cocok hanya terkendala hal-hal teknis diluar dugaan biasanya sinyal dan perangkat” (It fits, only having technical problems beyond expectations, usually signals and devices)*

A2 : *“Model untuk pembelajaran yaitu face to face mungkin? Kita berbicara sedangkan yang lain mendengarkan, kendala mungkin pada saat berbicara ada yang tidak terdengar suaranya atau jaringannya yang putus - putus sehingga kelancaran speaking untuk di dengarkan agak berkurang” (The model for learning is face to face*

online, we talk while the others listen. The problem may be when speaking there is no sound or the network is broken so that the fluency of speaking to be listened to is somewhat reduced)

A3 : *“Menurut saya strategi pembelajarannya cocok untuk pembelajaran online, sejauh ini tidak ada kendala”* (I think the learning strategy is suitable for online learning, so far there are no problems)

A4 : *“Menurut saya cocok, karena dengan menggunakan zoom pembelajaran lebih interaktif dan terpantau. Namun kendalanya tetap sama yaitu dari segi sinyal menurut saya, karena jika sinyal tidak stabil maka saat dosen menjelaskan atau saat mahasiswa praktik untuk speaking suaranya akan terputus-putus dan tidak jelas.”* (I think it is suitable, because by using zoom, learning is more interactive and monitored. However, the problem remains the same, in my opinion, in terms of signal, because if the signal is not stable. When the lecturer explains or when students practice speaking, their voice will be disjointed and unclear.)

A5 : *“Strateginya melakukan pembelajaran secara tatap muka via online ya. Atau dosen memberikan tugas video conversation. Menurut saya sudah*

cocok strategi tersebut dilaksanakan untuk pembelajaran online. Dimana dosen tetap dapat melihat kemahiran berbicara mahasiswanya. Kendalanya mungkin ada kendala teknis, yaitu HP/laptop yang lemot, jaringan kurang baik, kuota habis.” (The strategy is to do face-to-face learning via online. Or the lecturer gives a video conversation assignment. I think this strategy is suitable for online learning. Where lecturers can still see the speaking skills of their students. The problem may be technical problems, namely slow cellphone/laptop, poor network, running out of quota.)

A6 : *“Mmm gimana ya mba, sebenarnya online gini tu emg bikin ribet karna metode harus cocok digunain buat kelas online. Tp selama ini si ya cocok2 aja mba”* (Mmm, actually being online like this really makes it complicated because the method must be suitable for use for online classes. But so far, it's okay)

A7 : *“Cocok, Mungkin kendala lebih di sinyal kak, karena depan dan samping rumah saya ada pohon. Sinyalnya dimakan pohon kak”* (It fits, maybe the signal is more constrained, Sis, because

there are trees in the front and side of my house.
The signal is blocked by the tree)

- A8 : *“Menurut saya kurang cocok, karena speaking itu harus sering diasah, jadi kalau kelas speaking seharusnya ketika zoom atau google meet tetap harus interaktif, sehingga bisa melatih kepercayaan diri. Kalau hanya sekedar bikin video menurut saya, ya hanya sebatas bikin video, kaku.”* (I don't think it's suitable, because speaking needs to be honed often, so speaking classes should still be interactive when zooming or Google Meets, so that they can practice self-confidence. If it's just making videos, in my opinion, it's only limited to making videos, stiff.)
- A9 : *“Menurut saya strategi pembelajarannya sudah sangat cocok dengan pelaksanaan pembelajaran online kak.”* (I think the learning strategy is very suitable for the implementation of online learning, Sis.)
- A10: *“Strategi pembelajaran yang diterapkan biasanya strategi ceramah, dosen menjelaskan dan mahasiswa mendengarkan. Namun, strategi seperti ini ketika diterapkan pada pembelajaran online terdapat kendala.”* (The learning strategy applied is usually a lecture strategy, the lecturer

explains and the students listen. However, a strategy like this when applied to online learning has problems.)

A11: *“Sudah cocok, tapi masih kurang maksimal karena memang melakukan pembelajaran secara online lebih susah daripada pembelajaran langsung secara tatap muka”* (It is suitable, but it is still not optimal because doing online learning is more difficult than face-to-face learning)

A12: *“Ya cocok-cocok saja sih, untuk kendalanya mungkin karena dosen hanya memberi tugas untuk membuat video, jadi rasa percaya dirinya kurang terasah.”* (Yes, it's fine, maybe the problem is because the lecturer only gives assignments to make videos, so his self-confidence is not honed.)

Based on answers from interview participants, 11 of 12 participants stated that the learning model/strategy applied to online learning was suitable, because even though it had to be carried out online, learning could still be carried out well. It can be concluded that the learning model/strategy applied to online learning is suitable. However, there are still some obstacles, such as a bad internet network, an

exhausted internet quota, which results when the students speaks its voice will be disjointed and unclear.

- c. In the third question, the researcher asked about the interactions that occurred during the implementation of online learning

Q : *Bagaimana pendapat anda mengenai interaksi terjadi selama pelaksanaan pembelajaran online ? Apakah terjadi interaksi aktif atau pasif ?* (What do you think about the interactions that occur during the implementation of online learning? Is there an active or passive interaction?)

A1 : *“Dosen aktif mahasiswa ada yang aktif ada yang pasif”* (Lecturers are active, some students are active and some are passive)

A2 : *“Menurut saya cukup aktif karena dosen sebisanya untuk menyuruh mahasiswa nya untuk berbicara”* (I think it's quite active because the lecturer does his best to tell his students to talk)

A3 : *“Menurut saya selama pembelajaran online lebih banyak interaksi pasif dibanding interaksi aktif”* (I think that during online learning there are more passive interactions than active interactions)

- A4 : *“Cukup aktif, karena ini adalah kelas speaking jadi mahasiswa memang diharuskan untuk lebih banyak ngomong. Walaupun kenyataannya masih ada beberapa mahasiswa yang pasif saat pembelajaran daring.”* (Quite active, because this is a speaking class, so students are required to talk more. Despite the fact that there are still some students who are passive when learning online.)
- A5 : *“Kalau menurut saya, justru mengalami peningkatan. Karena pelaksanaan speaking dilakukan secara online dimana siswa tidak perlu merasa gugup ketika harus berbicara didepan orang banyak. Maka, mahasiswa yang tadinya kurang percaya diri menjadi tidak takut untuk berbicara.”* (In my opinion, it has actually increased. Because the implementation of speaking is done online where students don't need to feel nervous when they have to speak in front of many people. Thus, students who previously lacked of confidence were not afraid to speak.)
- A6 : *“Bisa dibbilang ada yang aktif ada yang pasif si mba, karna dosen juga ga bisa ngontrol semua anak buat bicara kan jadi ya pasti ada aja yg aktif sama pasif”* (You could say that some are active and some are passive, because the lecturer can't

control all the students to talk, right, so there must be active and passive ones)

A7 : *“Interaktif, akan tetapi masih terdapat mahasiswa yang pasif”* (Interactive, but there are still passive students)

A8 : *“Kurang interaktif, bisa saja disebabkan oleh mahasiswa yang malu bertanya serta dosen yang kurang pandai menghidupkan suasana kelas supaya menjadi pembelajaran yang interaktif.”*
(Less interactive, it could be caused by students who are embarrassed to ask questions and lecturers who are not good at turning the classroom atmosphere into interactive learning.)

A9 : *“Menurut saya interaksi yang terjadi selama pembelajaran online relatif pasif kak. Kala itu banyak mahasiswa yang memilih diam saat diberi pertanyaan oleh dosen pengampu. Namun ada juga mahasiswa yg aktif dalam menjawab, namun populasinya hanya itu² saja. Kalo istilah sekarangnya itu mahasiswa yg aktif ini menjadi backingan bagi para mahasiswa pasif yg takut utk menjawab”* (In my opinion, the interactions that occur during online learning are relatively passive, Sis. At that time, many students chose to remain silent when asked a question by the lecturer. But

there are also students who are active in answering, but the population is just that. If the current term is active students, this becomes a backing for passive students who are afraid to answer)

A10: “*Menurut saya interaksi menjadi pasif. \Saat pembelajaran tatap muka, lumayan banyak mahasiswa kritis menanggapi materi namun lain halnya dengan pembelajaran daring yang hanya satu atau dua orang menanggapi materi.*” (I think the interaction becomes passive. During face-to-face learning, quite a lot of students respond critically to the materials, but it is different with online learning where only one or two people respond to the materials.)

A11: “*Interaksi yang terjadi sangat pasif, karena banyak mahasiswa yang lebih memilih diam, dan juga terkadang pembelajaran tidak dilaksanakan melalui zoom, sehingga tidak dapat melaksanakan interaksi dengan mahasiswa lain*” (The interaction that occurs is very passive, because many students prefer to be silent, and also sometimes learning is not carried out through zoom, so they cannot carry out interactions with other students)

A12 : *“Interaksinya lumayan pasif, kendalanya mungkin karena sinyalnya susah, jadi misal mau berbicara jadi kurang lancar”* (The interaction is quite passive, the problem may be because the signal is difficult, so for example, if you want to talk it won't be fluent)

Based on the answers from interview participants, 7 participants asked that the interaction that occurred in the passive class was because not many students wanted to talk. Even if there were only a few people talking and usually people who wanted to talk were just that, so the other students such as relying on students who are used to talking to be so that they feel safe and choose to be silent. 3 participants stated that the interactions that occurred in the classroom were quite active, this was because during the online learning process, the lecturer asked students to speak, even though not all students were enthusiastic about speaking. 2 participants stated that in the class there were some students who were active and some were passive. So it can be concluded that the interaction that occurs when online learning is quite passive.

- d. In the fourth question, the researcher asked about the obstacles found in the facilities and infrastructure used by students when carrying out online learning

Q : *Apakah terdapat kendala terhadap sarana dan prasarana yang anda gunakan ketika melaksanakan pembelajaran online ? Jika terdapat kendala, apa saja kendalanya ?* (Are there any obstacles to the facilities and infrastructure that you use when carrying out online learning? If there are obstacles, what are the obstacles?)

A1 : *“Biasanya sinyal lemah tapi jarang juga terjadi dan hape kadang eror”* (Usually the signal is weak but it rarely happens and the cellphone sometimes crashes)

A2 : *“Hanya terdapat kendala pada masalah jaringan saja, untuk aspek yang lain masih bisa dianggap memenuhi”* (There are only problems with the network, for other aspects it can still be considered as fulfilling)

A3 : *“Alhamdulillah sejauh ini tidak ada kendala”* (Thank God there are no problems so far)

A4 : *“Kendala teknis yang saya hadapi dalam pembelajaran daring yaitu sarana prasarana seperti HP dan sarana pendukung lainnya seperti*

kuota. Dalam pembelajaran daring, terkadang dosen memberikan tugas dalam bentuk video jadi membuat memori hp full, dan karena pembelajaran daring dilaksanakan secara online tentunya membutuhkan kuota yang banyak.” (The technical obstacles I face in online learning are infrastructure such as cellphones and other supporting facilities such as quotas. In online learning, sometimes lecturers give assignments in the form of videos so that they make cellphone memory full, and because online learning is carried out online, of course it requires a lot of quota.)

A5 : *“Mungkin kendalanya untuk saya adalah laptop saya yang lemot, sehingga menghambat waktu saya untuk join video conference”* (Maybe the problem for me is that my laptop is slow, so it hinders my time to join video conferences)

A6 : *“Pasti ada mba, tp yang paling sering jadi kendala tu sinyal. Trus palingan ya hp eror gitu2, tp yg paling jadi kendala ya sinyal si mba”* (There must be, but the most frequent obstacle is the signal. Then at the most, the cellphone has errors like that, but the most constraint is the signal.)

- A7 : *“Alhamdulillah untuk sarana dan prasarana cukup memadai. Mngkin kalau kuota habis ituyang jadi kendala”* (Thank God the facilities and infrastructure are adequate. Maybe if the quota runs out, that's the problem)
- A8 : *“Ya. Kalau saya pribadi mendapat kendala dalam penggunaan HP dan laptop serta jaringannya. Mungkin sebagian teman yang lain pandai dalam hal komputer, yang bisa menggunakan banyak aplikasi untuk keperluan pembelajaran daring, kalau saya kurang pandai dalam hal tersebut sehingga kurang maksimal dalam pembelajaran daring ini.”* (Yes. Personally, I have problems using my cellphone and laptop and the network. Maybe some of my other friends are good at computers, who can use many applications for online learning purposes, if I'm not good at that so I'm not optimal in this online learning.)
- A9 :*” Ada kak. Kendalanya tu di perangkat yang saya gunakan untuk melaksanakan pembelajaran online. Terkadang sinyalnya menghilang ketika pembelajaran online sedang berlangsung”* (Yes, there are problems, the problem is the device that I use to carry out online learning, sometimes the

signal disappears when online learning is in progress)

A10: *“Salah satu kendala utama tetap berkaitan dengan jaringan, karena tempat tinggal mahasiswa menyebar diberbagai daerah. Daerah yang susah sinyal menjadi kendala saat pembelajaran online.”* (One of the main obstacles is still related to the network, because student residences are spread across various regions. Areas that are difficult to signal become an obstacle when learning online.)

A11: *“Kendalanya terletak pada koneksi internet dan juga karena hp saya masih memiliki spesifikasi yang rendah, RAM dan memori nya sedikit, jadi kalo terkadang tidak cukup untuk menampung banyak materi pembelajaran”* (The problem lies in the internet connection and also because my cellphone still has low specifications, it has little RAM and memory, so sometimes it's not enough to accommodate a lot of learning materials)

A12: *“Yang menjadi kendala utama itu pada sinyal, gadget dan juga kuota internet.”*(The main problem is the signal, gadgets and internet quota.)

Based on the answers from interview participants, all participants stated that the main obstacle to facilities

and infrastructure lies in the quota and internet network. For the problem of the difficulty of the internet network, it is because the location of the students' house is difficult to get a good internet network. As for the internet quota, when carrying out online learning for students who do not have WiFi, of course they will use the internet quota they have, but because they continue to do online learning causes students' internet quota to run out quickly. In addition, the condition of the gadgets owned by students is also an obstacle for students, because not all students have gadgets with good specifications. So when they get the meter online, they often have trouble accessing it because their cellphone memory is not enough.

- e. In the fifth question, the researcher asked about the satisfaction of the results obtained by students after carrying out online learning in speaking course

Q :*Apakah anda merasa puas dengan hasil anda setelah melaksanakan kelas speaking online? (Are you satisfied with your results after carrying out online speaking classes?)*

A1 :*“Kurang puas, Karena banyak kekurangan apabila dibandingkan bicara secara langsung”*

(Not satisfied, because there are many shortcomings when compared to talking directly)

A2 : *“Sedikit puas, Karena saya juga termasuk mahasiswa yang pasif, jadi susah untuk speaking, walupun offline dan online jadi kurang berlatih aja untuk mendapatkan hasil yang menurut saya puas”* (A little satisfied, because I am also a passive student. So it is difficult to speak, even offline and online, so I don't practice enough to get results that I think are satisfied)

A3 : *“Iya saya cukup puas dengan hasilnya”* (Yes, I am quite satisfied with the results)

A4 : *“Cukup puas”* (Quite satisfied)

A5 : *Tidak terlalu puas. Untuk ilmu speaking yang saya dapatkan, saya rasa masih kurang* (Not too satisfied, because yes. For the speaking skill that I got, I think it's still lacking)

A6 : *“Ya puas ga puas si mba, karna saya juga orangnya pasif ga terlalu fasih ngomong inggris, apalagi online gini jadi public speakingnya kurang dibentuk”* (Between satisfied and not, because I am also a passive person, not very fluent in English, especially online, so public speaking is not well-formed)

- A7 : *“Kurang puas sebenarnya, Kalau face to face mungkin lebih seru”* (Not really satisfied, if it's face to face maybe it's more exciting)
- A8 : *“Sebenarnya kalau dalam hal nilai ya puas, tetapi dalam hal skill berbicara sangat tidak puas, karena setelah mendapat kelas speaking pun belum bisa meningkatkan kemampuan speaking saya”* (Actually, in terms of grades, I am satisfied, but in terms of speaking skills, I am very dissatisfied, because after receiving speaking classes, I have not been able to improve my speaking skills.)
- A9 : *“Alhamdulillah cukup puas kak. Soalnya saya bisa mendapatkan hasil yang bagus”* (Alhamdulillah, I'm quite satisfied, Sis. Because I can get good results)
- A10 : *“Jujur, saya kurang puas setelah melihat kemampuan diri sendiri setelah melaksanakan kelas speaking online. Menurut saya kurang enjoy dalam belajar, maksudnya yaitu speaking memerlukan praktek yang langsung dan nyata.”* (Honestly, I am not satisfied after seeing my own ability after doing online speaking class. In my opinion, I don't enjoy learning, it means that speaking requires direct and real practice.)

- A11: *“Kurang puas, kerana dengan pembelajaran speaking online seperti ini interaksi yang terjadi juga sedikit, sehingga praktek berbicara juga lebih sedikit”* (Not satisfied, because with online speaking learning like this, there are fewer interactions, so there are fewer speaking practices)
- A12: *“Cukup Puas, Karen mau bagaimanapun kalo pembelajaran online seperti ini memang susah, apalagi untuk mata kuliah speaking yang seharusnya banyak praktek berbicara secara langsung.”* (Quite Satisfied, Karen wants it anyway if online learning like this is indeed difficult, especially for speaking course which should have a lot of practice speaking directly)

Based on the answers from interview participants, 8 participants stated that they were not satisfied with the results they got after carrying out online speaking classes, this was because they considered that the implementation of online learning in speaking course was still not optimal. For the other 4 participants, they were quite satisfied with the results they got after carrying out online learning in the speaking class. So based on these results, it can be concluded that students

are not satisfied with the results they get after carrying out online learning in speaking course.

- f. In the sixth question, the researcher asked about the students' abilities after carrying out online learning in speaking course

Q : *Bagaimana kemampuan speaking anda setelah melaksanakan kelas speaking online ?* (How are your speaking skills after carrying out online speaking course?)

A1 : *“Tentunya ada peningkatan dari sebelumnya”*
(Of course there is an increase from before)

A2 : *“Lumayan bertambah setelah mendapat kelas online speaking”* (It's quite increased after getting an online speaking class)

A3 : *“Biasa-biasa saja, tidak ada peningkatan”*
(Mediocre, no improvement)

A4 : *“Tentunya ada peningkatan dari yang sebelumnya. Namun saya masih harus belajar lagi.”* (Of course there is an improvement from the previous one. But I still have to learn more.)

A5 : *“Untuk kemampuan mungkin meningkat ya. Tetapi untuk rasa percaya diri saya rasa belum*

meningkat.” (For the ability it might increase, yes. But for confidence, I don't think it has increased.)

A6 : “*Mungkin sedikit ada kemajuan, tp sedikit sekiranya kemajuan*” (Maybe there is a little progress, but very little progress)

A7 : “*Semakin ada kemajuan, Mungkin kalau tatap muka, akan lebih nervous*” (The more progress there is, maybe if you meet face to face, you will be more nervous)

A8 : “*Biasa saja, tidak bertambah dan tidak berkurang.*” (It's normal, it doesn't increase and it doesn't decrease.)

A9 : “*Alhamdulillah cukup baik kak. Namun utk public speaking sepertinya saya perlu latihan lebih banyak lagi,*” (Alhamdulillah, it's quite good, Sis. But for public speaking, I think I need more practice)

A10 : “*Tentunya ada improve walaupun tidak terlalu signifikan*” (Of course there are improvements, although not too significant)

A11 : “*Sedikit ada peningkatan, karena bagaimanapun saya telah mengikuti mata kuliah speaking, yang mana selama kegiatan pembelajaran, saya juga mendapat ilmu-ilmu baru mengenai speaking*” (There is a slight improvement, because after all I

have taken speaking course, which during the learning activities, I also got new knowledge about speaking)

A12: *“Alhamdulillah menjadi sedikit lebih baik daripada sebelumnya, walaupun saya belum benar-benar lancar dalam berbicara Bahasa Inggris (Alhamdulillah, I'm a little better than before, even though I'm not really fluent in speaking English)*

Based on the answers from interview participants, 10 participants stated that after carrying out online learning in speaking subjects they experienced an increase, although the increase they experienced was not too significant, they stated that although the implementation of online learning in speaking subjects was not completely smooth, it was still there are new knowledges that they gain after carrying out learning. The other 2 participants stated that there was no improvement in their abilities after carrying out online learning in speaking course. They just state that there is no improvement without any explanation.

B. Discussion

1. EFL Students' perceptions of online learning in speaking course during the covid 19 pandemic

To find out students' perceptions of online learning in speaking course during the covid 19 pandemic, the researcher divided the statements into 3 aspects, those are:

a. Learning preparation

In the first aspect, that is learning preparation, the researcher put it into 6 statements, those are:

- 1) *Materi pelajaran yang di berikan dapat membantu pembelajaran daring* (The subject matter provided can help online learning)

The subject matter is information, tools and texts needed for planning and reviewing the implementation of learning as well as to assist in teaching and learning activities in the classroom. They are arranged systematically to display a complete figure of competencies that will be mastered by students in the learning process. Therefore, learning materials are very important in the learning process. In connection with the long-distance learning policy due to the Covid 19 pandemic, the materials has also undergone many changes.

The results of respondents' answers regarding the first statement are, 15 strongly agree, 35 agree, 13 disagree, 3 strongly disagree and the percentage result is 73.4%. Based on these results, the first statement regarding the subject matter can be categorized as good. It can be concluded that students have a good perception of the subject matter when carrying out online learning in speaking lectures. This is because the subject matter used in the learning process is in accordance with the course being implemented.

- 2) *Materi yang di yang disampaikan secara daring telah sesuai dengan kontrak perkuliahan* (The materials delivered online is in accordance with the lecture contract)

At the beginning before the lecture starts, the lecturer usually explains about the lecture contract that will be carried out for one semester. A lecture contract is an agreement on a lecture plan drawn up by lecturers and students to achieve learning outcomes for one course in one semester. So that the lecture contract can be used as a reference for the learning process that occurs.

The results of respondents' answers regarding the second statement are, 4 strongly agree, 48 agree,

11 disagree, 3 strongly disagree and the percentage result is 77%. Based on these results, for the second statement regarding the suitability of the learning materials to the lecture contract, it can be categorized as good. It can be concluded that students have a good perception regarding the suitability of the learning materials to the lecture contract.

- 3) *Pelaksanaan waktu pembelajaran daring tepat waktu sesuai dengan jadwal* (Implementation of online learning time on time according to the schedule)

Handayani states that the advantages of online learning include students being able to listen even from home, not limited to place and time, when and wherever. They can take part in learning, and can take advantage of free time. Although it is not limited by place and time or can be said to be flexible, it sometimes makes the schedule for the implementation of online learning to be irregular. It will make students find it difficult to manage their time.

The results of respondents' answers regarding the third statement are, 10 strongly agree, 34 agree, 22 disagree, 2 strongly disagree and the percentage

result is 69.20%. Based on these results, the third statement regarding the implementation time of online learning can be categorized as not good enough. It can be concluded that students have a not good enough perception about the implementation time of online learning.

- 4) *Metode pembelajaran daring sangat memudahkan saya dalam menerima mata kuliah speaking* (The online learning method makes it very easy for me to accept speaking course)

The results of respondents' answers regarding the fourth statement, namely, 10 strongly agree, 22 agree, 25 disagree, 9 strongly disagree and the percentage result is 62.50%. Based on these results, the fourth statement regarding the ease of receiving speaking course thanks to the learning method can be categorized as not good enough. It can be concluded that the students' perception of the ease of receiving speaking course thanks to the learning method is not good enough. This is in line with the results of research from Asrilia Kurniasar (2020) which states that when implementing online learning, teachers tend to use learning methods that are less interesting and boring, thus making it

difficult for students to understand the lessons being taught.⁴¹

- 5) *Materi pelajaran yang di dapat mudah di akses sehingga tidak ada kesulitan yang berarti untuk dapat mengakses materi tersebut.* (The subject matter can be easily accessed so that there are no significant difficulties to be able to access the materials)

The results of respondents' answers regarding the fifth statement are, 8 strongly agree, 38 agree, 15 disagree, 5 strongly disagree and the percentage result is 68.50%. Based on these results, the fifth statement regarding access to learning materials can be categorized as not good enough. It can be concluded that students' perceptions of accessing learning materials are not good enough. This is in line with the results of research from Andri Anugrahana (2020) which states that although learning materials are easily accessible, there are also many obstacles that make it difficult for students to access materials provided by lecturers. This is due to the poor internet network and also the storage memory from student gadgets which are no

⁴¹ Asrilia Kurniasar, "Analisis Efektivitas Pelaksanaan Belajar Dari Rumah (Bdr) Selama Pandemi Covid-19", *Jurnal Kajian Pendidikan dan Hasil Penelitian* (Vol 6, No 3, 2020)

longer sufficient to accommodate the materials given by their lecturers.⁴²

- 6) *Saya merasa siap dengan pelaksanaan perkuliahan online* (I feel ready with the implementation of online lectures)

Online learning readiness or e-readiness as a condition of a person's mental, physical and materials readiness to participate in accessing technology and internet networks in the learning process.

The results of respondents' answers regarding the sixth statement are 7 strongly agree, 35 agree, 17 are not ready, 7 are not ready and the percentage result is 65.90%. Based on these results, the sixth statement can be categorized as not good enough. This happens because to achieve readiness, there are several components that must be met, namely (1) business readiness (2) technological readiness (3) training readiness (4) cultural readiness (5) human readiness (6) financial readiness.

⁴² Andri Anugrahana, “Hambatan, Solusi dan Harapan: Pembelajaran Daring Selama Masa Pandemi Covid-19 Oleh Guru Sekolah Dasar” *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, (Vol 10, No 3, 2020) p.285

Good learning activities always start with a well-thought-out plan. Careful planning will show optimal results in learning. In the results of statements 1-6 which contain aspects of Lesson plan, it is obtained an average of 69.48% which can be ca learning preparation categorized as not good enough. From these results it can be seen that the preparation for online learning in speaking course is still not good enough, where for the implementation of learning time is still not always on schedule, the methods used could not facilitate students in accepting speaking course, there are still difficulties in accessing learning materials and Finally, the level of student readiness in the implementation of learning is also still not good.

b. Learning Process

In the second aspect, that is learning process, the researcher put it into 19 statements, those are:

- 7) *Metode pembelajaran daring memudahkan saya dalam memahami materi pada mata kuliah speaking* (The online learning method makes it easier for me to understand the materials in the speaking course)

The results of respondents' answers regarding the seventh statement are, 6 strongly agree, 30 agree, 22 strongly disagree, 8 strongly disagree and the percentage is 62.80%. Based on these results for the seventh statement can be categorized as not good enough. It can be concluded that the perception of students regarding the ease of learning methods to understand the materials is not good enough. This is in line with the results of research conducted by Sadikin & Haki, (2019) which states that with online learning, not a few students find it difficult to understand lecture materials, because learning is only delivered in reading form so that overall it is difficult to understand.

- 8) *Metode atau cara mengajar memberikan kemudahan bagi mahasiswa untuk melaksanakan mata kuliah speaking* (The method or method of teaching makes it easy for students to carry out speaking course)

The results of respondents' answers regarding the eighth statement, namely, 6 strongly agree, 30 agree, 22 disagree, 8 strongly disagree and the percentage is 62.80%. Based on these results, the eighth statement can be categorized as not good enough. It can be concluded that students'

perceptions of the ease of learning methods for the implementation of online learning are not good enough. In connection with these results, it is stated that the perception is not good enough by not doing face-to-face learning. The explanation of the materials is not detailed, incomplete, confusing to students, especially lessons related to practicum. This is in line with Sugiran et al stating that, materials that is difficult to understand, feeling isolated, and slow feedback on the work being done are problems that are often faced by Open University (UT) students.⁴³

- 9) *Materi mata kuliah speaking yang diajarkan secara daring tersedia dengan baik sehingga saya mudah mengerti* (The materials for speaking course taught online is well-available so that it is easy for me to understand)

The results of the respondents' answers regarding the nine statements are 10 strongly agree, 31 agree, 20 disagree, 5 strongly disagree and the percentage is 67.40%. Based on these results, the ninth statement can be categorized as not good

⁴³ Sugiran et al, Evaluasi Tutor Online untuk Meningkatkan Kualitas Layanan Tutorial Tatap Muka pada Pendidikan Jarak Jauh, Journal of Information Systems Engineering and Business Intelligence (Vol. 2, No. 1, 2016) p. 8

enough. It can be concluded that students' perceptions of the availability of materials in online learning in speaking course are not good enough. This is in line with the findings in the fifth statement, which states that the obstacles to learning materials are due to the poor internet network and also the storage memory from student gadgets which is not sufficient to accommodate the materials provided by their lecturers.

- 10) *Dosen selalu membimbing saya dan teman belajar secara daring sehingga saya dan teman paham terhadap materi yang diberikan* (The lecturer always guides me and my friends to study online so that I and my friends understand the materials given)

The results of respondents' answers regarding the tenth statement are 13 strongly agree, 30 agree, 17 disagree, 6 strongly disagree and the percentage is 68.90%. Based on these results, the tenth statement can be categorized as not good enough. It can be concluded that the students' perception of learning guidance is not good enough. This is in line with the statement given by Fojtik which states that the fundamental weakness of distance learning practices is the limited personal

contact with teachers and other students. So that in carrying out learning guidance, distance is the main obstacle that causes tutoring to not work properly.⁴⁴

11) *Proses kegiatan pembelajaran terasa menarik dan tidak membosankan* (The process of learning activities is interesting and not boring)

The results of respondents' answers regarding the eleventh statement are 5 strongly agree, 22 agree, 27 disagree, 12 strongly disagree and the percentage is 57.60%. Based on these results, the eleventh statement can be categorized as not good enough. It can be concluded that students' perceptions of the attractiveness of the learning process are not good enough.

Study saturation can be result in decreased concentration and absorption of the essence of the materials given. Because saturation is the location of the dead end of feelings and the brain due to continuous learning pressure. However, the implementation of online learning tends to be monotonous. The result is a feeling of laziness and boredom. As in the specing course, which requires a lot of practice, it needs to be supported by

⁴⁴ Rostislav Fojtik, "Problems of Distance Education", *ICTE Journal*, 2018, P.17

adequate media to increase student interest in learning. And the online learning system used tends to be unstructured with a long period of time. The number of tasks also causes a feeling of laziness and boredom.⁴⁵

12) *Saya antusias dalam melaksanakan pembelajaran online* (I am enthusiastic in carrying out online learning)

The results of respondents' answers regarding the twelfth statement are 6 strongly agree, 33 agree, 19 disagree, 8 strongly disagree and the percentage is 64%. Based on these results, the twelve statements can be categorized as not good enough. It can be concluded that the students' perception of enthusiasm for the implementation of online learning is not good enough.

The success of the online learning process can be seen from the percentage of students' enthusiasm in participating in learning. The minimum percentage of student enthusiasm greatly affects students' understanding in participating in learning. In line with A. Kurniawati, explained that

⁴⁵ Ruci Pawicara, "Analisis Pembelajaran Daring Terhadap Kejenuhan Belajar Mahasiswa Tadris Biologi lain Jember Di Tengah Pandemi Covid-19", *ALVEOLI: Jurnal Pendidikan Biologi*, (Vol. 1, No. 1, 2020)

the right media is able to attract students' attention, increase students' imagination power, increase critical thinking power and trigger students to participate more and be enthusiastic, so that later students can be more active in the learning process.

- 13) *Terdapat banyak praktek speaking dalam proses pembelajaran online* (There are many speaking practices in the online learning process)

The results of respondents' answers regarding the thirteenth statement are 7 strongly agree, 35 agree, 16 disagree, 8 strongly disagree and the percentage is 65.50%. Based on these results, the thirteenth statement can be categorized as not good enough. It can be concluded that students' perceptions of speaking practice during the implementation of online learning are not good enough. These results occur because, when the process of learning activities takes place, the interaction that occurs is passive, so there is little practice of speaking.

- 14) *Tugas yang di berikan sesuai dengan materi* (The tasks given are in accordance with the materials)

A task is something that must be done or an order that has been determined to be carried out, work that is someone's responsibility, work that is

charged, and should be carried out in accordance with their respective functions. In learning activities, teachers often give assignments to their students, with the aim that they can further hone and understand the subject matter they have received.⁴⁶

The results of respondents' answers regarding the fourteenth statement are 7 strongly agree, 48 agree, 8 disagree, 3 strongly disagree and the percentage is 75.30%. Based on these results, the fourteenth statement can be categorized as not good enough. It can be concluded that the students' perception of the suitability of the task to the materials being taught is good. Giving assignments that are in accordance with the materials that has been taught will make students understand more about the materials.

- 15) *Tugas yang di berikan masih sesuai kemampuan saya dan tidak membebani* (The tasks given are still within my ability and are not burdensome)

The results of respondents' answers regarding the fifteenth statement are 5 strongly agree, 46 agree, 12 disagree, 3 strongly disagree and the percentage is 70.10%. Based on these results,

⁴⁶ Werkanis, et al. *Strategi Mengajar*. (Riau: Sutra Benta Perkasa 2005)

the fifteenth statement can be categorized as good. It can be concluded that the students' perception of the burden of giving assignments in the implementation of online learning is good. From this it can be seen that the assignments given are still in accordance with the students' abilities and do not burden them.

- 16) *Komunikasi antara dosen dengan mahasiswa dapat berjalan dengan baik* (Communication between lecturers and students can run well)

In the world of education, communication is very important, communication in the learning process is used to convey messages to students, both in the form of knowledge and moral messages. In the classroom, the teacher communicates one-way or two-way directly through discussion. Teachers will find it easier to explain the subject matter. Students will find it easier to understand and can immediately ask questions if there is something they don't understand.

The results of respondents' answers regarding the sixteenth statement are 5 strongly agree, 31 agree, 24 disagree, 6 strongly disagree and the percentage is 63.20%. Based on these results, the sixteenth statement can be categorized as not

good enough. It can be concluded that the students' perception of communication between lecturers and students during the implementation of online learning is not good enough.

17) *Saya aktif dalam kegiatan pembelajaran* (I am active in learning activities)

The results of respondents' answers regarding the seventeenth statement are 10 strongly agree, 33 agree, 20 disagree, 3 strongly disagree and the percentage is 68.90%. Based on these results, the seventeenth statement can be categorized as not good enough. It can be concluded that students' perceptions of their activity during the implementation of online learning are not good enough. It means that students are not very active in online learning. The results of the seventeenth statement are in line with previous research by Padma and Sukanesh which states that in online learning students tend not to play an active role in learning, so learning feels boring and reduces students' enthusiasm and interest in learning.⁴⁷

18) *Interaksi yang terjadi selama proses pembelajaran membuat kemampuan berbicara saya meingkat*

⁴⁷ Padma, A., dan Sukanesh, R. Meningkatkan Motivasi Belajar Siswa pada Pembelajaran Online Akibat Pandemi COVID-19. (2011).

(The interactions that occur during the learning process make my speaking skills improve)

The results of respondents' answers regarding the eighteenth statement are 5 strongly agree, 35 agree, 21 disagree, 5 strongly disagree and the percentage is 65.10%. Based on these results, the eighteenth statement can be categorized as not good enough. It can be concluded that students' perceptions of interactions to improve speaking skills during the implementation of online learning are not good enough. This can be interpreted that when learning online, the interactions that occur do not occur well so that the interaction has not been able to improve their speaking skills

- 19) *Selama kegiatan pembelajaran online saya tetap dapat melakukan diskusi dengan teman yang lain*. (During online learning activities I can still have discussions with other friends.)

The results of respondents' answers regarding the nineteenth statement are 11 strongly agree, 39 agree, 13 disagree, 3 strongly disagree and the percentage is 71.90%. Based on these results, the nineteenth statement can be categorized as good. It can be concluded that students' perceptions of speaking practice during the implementation of

online learning are good. From these results, it can be seen that although the learning process is carried out online, this does not prevent students from being able to discuss.

- 20) *Saya merasa percaya diri ketika ingin berbicara dalam kegiatan pembelajaran online* (I feel confident when I want to speak in online learning activities)

The results of respondents' answers regarding the twentieth statement are 10 strongly agree, 30 agree, 19 disagree, 7 strongly disagree and the percentage is 66.20%. Based on these results, the twentieth statement can be categorized as not good enough. It can be concluded that students' perceptions of their level of confidence in speaking during the implementation of online learning are not good enough. From these results it can be interpreted that students are not confident enough when speaking. These results are in line with the results of research from Anis Syafitri which states that in speaking English, students' self-confidence levels are still lacking. This is due to several things, such as low vocabulary mastery, fear of making mistakes in pronunciation, and difficulty in expressing what they want to express in English.

21) *Saya telah memiliki perangkat yang memadai untuk melaksanakan pembelajaran online (I already have adequate tools to carry out online learning)*

The results of respondents' answers regarding the twenty-first statement are 13 strongly agree, 37 agree, 12 disagree, 4 strongly disagree and the percentage is 72.30%. Based on these results, the nine bell twenty-one statements can be categorized as good. It can be concluded that students' perceptions of the availability of devices in the implementation of online learning are good. Several studies have also proven that many students use laptops and smartphones in learning. The ability of laptops and smartphones to access the internet allows students to take part in teaching and learning activities that are carried out in the form of video conferences and those carried out in online classes using learning application services available online

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22) *Media yang digunakan untuk pembelajaran online efektif meningkatkan kemampuan speaking saya*

⁴⁸ Firman, Sari Rahayu Rahman. "Pembelajaran Online di Tengah Pandemi Covid-19" *Indonesian Journal of Educational Science (IJES)* (Vol 02, No 02 2020), P. 83

(The media used for online learning effectively improves my speaking skills)

The results of respondents' answers regarding the twenty-second statement are 4 strongly agree, 35 agree, 22 disagree, 5 strongly disagree and the percentage is 64.40%. Based on these results, the twenty-second statement can be categorized as not good enough. It can be concluded that students' perceptions of the effectiveness of the media used during the implementation of online learning are not good enough. This can be interpreted that the media used during learning is still not good enough to improve students' speaking skills.

23) *Saya tidak memiliki kendala yang berarti saat melaksanakan pembelajaran online* (I don't have any significant problems when doing online learning)

The results of respondents' answers regarding the twenty-third statement are 5 strongly agree, 29 agree, 23 disagree, 9 strongly disagree and the percentage is 61.40%. Based on these results, the twenty-third statement can be categorized as not good enough. It can be concluded that students' perceptions of obstacles during the implementation of online learning are not good enough. These

results can be interpreted that students experience problems during the learning process.

The condition felt by this respondent is the same as what was said by Agusmanto Hutaauruk. In essence, the online learning system that was just implemented during Covid-19 presented a new perception among students, namely in the form of pro and contra attitudes. In accepting the learning system, causing obstacles and efforts must be made by a number of students to support their knowledge and education.⁴⁹

24) *Saya tidak keberatan dengan media yang digunakan dalam kegiatan pembelajaran online (I don't mind the media used in online learning activities)*

The results of respondents' answers regarding the twenty-fourth statement are 13 strongly agree, 35 agree, 13 disagree, 5 strongly disagree and the percentage is 66.20%. Based on these results, the twenty-fourth statement can be categorized as good. It can be concluded that students do not object to the media used during the online learning process.

⁴⁹ Agusmanto Hutaauru. "Kendala Pembelajaran Daring Selama Masa Pandemi di Kalangan Mahasiswa Pendidikan Matematika: Kajian Kualitatif Deskriptif". *SEPREN: Journal of Mathematics Education and Applied* (Vol. 02, No.01, 2020)P.49

Although in the twenty-second statement the students stated that the media used during online learning was not effective enough to improve their speaking skills, the results of the twenty-fourth statement stated that the students did not object to the media they used during online learning. It can be concluded that, although they feel that the media used is not good enough to improve their speaking skills, they also do not object to the media used.

25) *Secara umum, saya puas dengan pembelajaran online yang dilakukan* (In general, I am satisfied with my online learning)

The results of respondents' answers regarding the twenty-fifth statement are 15 strongly agree, 25 agree, 18 disagree, 8 strongly disagree and the percentage is 67.80%. Based on these results, the twenty-fifth statement can be categorized as not good enough. It can be concluded that students are not quite satisfied with the online learning that has been done. This happens because in the implementation of online learning there are obstacles that they must face such as the weakness of the internet network, their lack of understanding of the materials provided, and the condition of

gadgets that do not support the smoothness of online learning.

In this second aspect, the researcher gives a statement regarding the process of implementing learning. According to Syaiful Bahri and Aswan Zain the implementation of learning is an activity that has educative value. Educational value colors the interactions that occur between teachers and students. Interactions directly have educative value because the implementation of the learning carried out to achieve certain goals that have been formulated before the implementation of learning begins. In the implementation of learning, the teacher carries out several stages of learning implementation, including opening lessons, delivering learning materials, closing lessons.⁵⁰

The result of this second aspect statement which contains 19 statements from statements 7-25 is 66.67% which can be categorized as not good enough. It can be concluded that students' perceptions of the process of implementing online learning in speaking course are not good enough. This is because, during the process of

⁵⁰ Djamarah, Syaiful Bahri dan Aswan Zain. *Strategi Belajar Mengajar*. (Jakarta: Rineka Cipta, 2010) p.8

implementing learning there are still things that are considered by students to be still not effective enough to be applied during online learning in speaking course.

c. Learning Evaluation

In the third aspect, that is learning evaluation, the researcher put it into 5 statements, those are:

26) *Saya merasa percaya diri dengan kemampuan speaking saya setelah mengikuti kelas speaking online* (feel confident in my speaking skills after taking an online speaking class)

The results of respondents' answers regarding the twenty-sixth statement are 6 strongly agree, 33 agree, 20 disagree, 7 strongly disagree and the percentage is 64.40%. Based on these results, the twenty-sixth statement can be categorized as not good enough. It can be concluded that students are not confident enough in their speaking skills after carrying out speaking course.

27) *Kegiatan perkuliahan daring tetap dapat meningkatkan kemampuan speaking siswa* (Online lectures can still improve students' speaking skills)

The results of respondents' answers regarding the twenty-seventh statement are 9 strongly agree,

35 agree, 16 disagree, 6 strongly disagree and the percentage is 67.80%. Based on these results, the twenty-seventh statement can be categorized as not good enough. It can be concluded that online lecture activities are not good enough to improve students' speaking skills.

28) *Nilai yang saya dapatkan sesuai dengan pemahaman saya ketika belajar mata kuliah speaking daring.* (The value I get is in accordance with my understanding when studying online speaking course.)

The results of respondents' answers regarding the twenty-eighth statement are 12 strongly agree, 39 agree, 10 disagree, 5 strongly disagree and the percentage is 72%. Based on these results, the twenty-eighth statement can be categorized as good. It can be concluded that the scores obtained by students are in accordance with their understanding when carrying out online speaking course.

29) *Saya merasa tidak ada kerumitan belajar dengan penerapan metode daring* (I feel that there is no difficulty in learning by applying the online method)

The results of respondents' answers regarding the twenty-ninth statement are 12 strongly agree, 21

agree, 24 disagree, 9 strongly disagree and the percentage is 63.70%. Based on these results, the twenty-ninth statement can be categorized as not good enough. It can be concluded that the students' perception of the complexity of learning during online learning is not good enough. It can be interpreted that during online learning, there are complexities that they feel.

30) *Menurut saya pembelajaran secara daring sangat membantu dalam menggantikan pembelajaran secara konvensional dimasa pandemi Covid-19. (I think online learning is very helpful in replacing conventional learning during the Covid-19 pandemic.)*

The results of respondents' answers regarding the thirtieth statement are 29 strongly agree, 23 agree, 8 disagree, 6 strongly disagree and the percentage is 78.40%. Based on these results, the thirtieth statement can be categorized as not good. It can be concluded that according to students' perception, online learning is very helpful in replacing conventional learning during the pandemic.

Learning Evaluation is a process of determining the level of achievement of predetermined learning objectives through a systematic way. Learning evaluation aims to collect information that forms the basis for measuring the level of progress, development, and learning achievement of students, as well as the effectiveness of educators in teaching. Measurement and assessment are the main activities in learning evaluation.⁵¹

In this third aspect, the researcher explained the students' perceptions about the results of the process of implementing online learning in speaking course. The result of the third aspect which contains 5 statements from statements 25-30 is 69.26%. which can be categorized as not good enough. It can be concluded that students' perceptions of the results of the process of implementing online learning in speaking course are not good enough. This is because, students feel that after carrying out online learning in speaking course, they are not quite satisfied with their speaking skills.

Based on all statements to determine student perceptions of online learning in speaking course which contain 3 aspects, namely aspects of learning

⁵¹ Ratnawulan, Elis dan Rusdiana. *Evaluasi Belajar*. (Bandung: CV Pustaka Setia, 2015) p.1

preparation, learning process and learning evaluation, the results are 68.47% which are categorized as not good enough. It can be concluded that students' perceptions of online learning in speaking course during the covid 19 pandemic are not good enough. This is because during the learning process, there are obstacles that hinder the smoothness of the learning process, so that these obstacles can affect student perceptions.

2. Students' obstacles to online learning in speaking course during the covid 19 pandemic

Based on the interviews that have been conducted, the obstacles faced by English Education students at UIN Walisongo Semarang in the online learning process are:

a. Poor Internet Network

The lack of network access is not only complained of by students living in remote areas, but also by students who are located in urban areas. Especially when the location where they live experiences a power outage, where this can also have an impact on unsupportive network conditions. So that students in participating in online learning become a little hampered when they want to load to take part in learning activities and some are even unable to load at the specified time. This can result

in students experiencing delays in the learning process and can result in this happening.

This is in line with the research that has been done by Nur Hadi Waryanto which states the network (internet, LAN, WAN) as a method of delivery, interaction, and facilitation. So, if the network conditions are unstable, online learning becomes ineffective.⁵² Network facilities are the main thing in online system learning, because they are related to the smooth learning process. The existence of students who are far from the city center or far from the reach of the provider network certainly makes students unable to carry out the learning process smoothly. Network instability becomes an obstacle for students in participating in online learning. As a result, while studying from home, many students prefer to do other activities (work) instead of taking online lectures.

b. The amount of spending to buy internet quota

One of the obstacles in online learning during the Covid-19 pandemic is the burden of buying internet quota. Because not all students have a Wifi

⁵² Nur Hadi Waryanto, “*Online Learning Sebagai Salah Satu Inovasi Pembelajaran*”, Jurnal Jurusan Matematika FMIPA Universitas Negeri Yogyakarta, Vol.2, No. 1, (2006), P.12.

network in their homes, to be able to participate in online learning, they have to buy an internet quota and the price for internet quota can also be said to be quite expensive. This of course burdens students, because online learning mostly uses media that requires a lot of quota, such as zoom and google meet, so the need for internet quota is getting higher.

Even though UIN Walisongo has received quota, the reality is that students do not get the quota on a regular basis. Often when the internet quota they get has run out, but the next internet quota they never get back, so like it or not, they have to pay personal costs to buy internet quota.

c. Insufficient quality of gadgets

In online learning, one of the media that students must have is a gadget. Although not all students have the same sophistication of gadgets, the sophistication of gadgets affects the online learning process of students. This is because when studying online, there are some students who do not have an Android facility to carry out online activities so that sometimes they find it difficult to get internet network access. In addition, not all gadgets owned by students have a large memory capacity. So it is

not uncommon for students to be burdened with this, because their gadget memory is full, resulting in them not being able to download the learning materials provided by the lecturer.

This is in line with research conducted by Nisaul Chairoh which states that the online learning system is a face-to-face learning system that is carried out online and requires mobile media to support online learning activities. Some students who do not have adequate mobile phones are also one of the obstacles in participating in online learning. This affects the sense of burden on their parents who are low-income or from the lower middle class which makes their parents have to buy new facilities so that the child's learning process can take place smoothly.⁵³

d. Low student activity level

Based on the results of interviews, students tend to be passive during online learning. There are only a few students who are active, but the number is also a minority. This is in line with the results of research from Syifa et al who stated that during

⁵³ Nisaul Chairoh, “Efektivitas Pembelajaran Daring Dalam Pandangan Peserta Didik”, *Jurnal Pendidikan*, (Vol.7, No.2, 2020,) P. 233.

online learning during this pandemic. Student learning activities can be said to be unlike learning activities that occur in the classroom directly. During online learning, students are less active and less involved during learning. This can be seen from the students being less active in asking questions, conducting discussions, as well as matters relating to direct student involvement during learning. students mostly only receive materials and assignments from the teacher after that they send the assignment in the form of photos through the WA group.⁵⁴

e. Lack of interaction that makes little practice speaking.

When learning online, interactions between students and lecturers, or students with other students, of course, are also carried out through online media. This causes interactions that should be able to occur a lot during face-to-face learning, to only a few interactions in online learning. Whereas in speaking course, the interactions that occur are very important to improve students' speaking skills. when interacting, indirectly students will try to say

⁵⁴ Syifa Tiara Naziah et al, *Analisis Keaktifan Belajar Siswa Selama Pembelajaran Daring Pada Masa Covid-19 Di Sekolah Dasar*, JURNAL JPSD (Vol.7 No. 2. 2020) p.113

what they want to say in English and this in addition to improving speaking skills can also increase students' confidence to speak English.

CHAPTER V

CONCLUSION AND SUGGESTION

This is the last chapter of the research. In this chapter, the researcher presents conclusion and suggestion of what have been discussed on the previous research

A. Conclusion

Based on research findings and discussions of research on EFL students' perceptions of online learning in speaking course during the covid 19 pandemic at UIN Walisongo Semarang, it can be concluded:

1. The perception of EFL students majoring in English Education at UIN Walisongo Semarang towards online learning in speaking course during the COVID-19 pandemic is not good enough. These results are based on the results of the calculation of the three aspects of learning those are, learning preparation, learning process, and learning evaluation, which produces a percentage of 68.47%. The results of student's perceptions are influenced by the constraints they experience during the learning process. These obstacles resulted in less than the maximum increase in students' speaking skills after carrying out speaking course.
2. Obstacles contained in the online learning process in speaking course are;

- a. Poor Internet Network
- b. The amount of spending to buy internet quota
- c. Insufficient quality of gadgets
- d. Low student activity level
- e. Lack of interaction that makes little practice speaking.

B. Suggestion

Based on the conclusion in this present research, suggestion proposed to:

1. For University

Universities should pay more attention to the obstacles faced by students in the implementation of online learning to find solutions so that students can learn better even though they are still using the online learning system.

2. For Lecturers

Lecturers should make innovations in teaching and learning activities, so that online learning can be an interesting and fun learning activity so that students' abilities and understanding of the materials being studied can increase.

3. For students

Students should equip themselves with knowledge about online learning and prepare all preparations well, so that learning can run optimally.

4. For Other Researchers

This researcher is only limited to students' perceptions of online learning in Indonesian language subjects. It is hoped that further researchers will conduct further research using a more in-depth problem formulation related to the online learning proce

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Appendix I

Guidelines for filling out the questionnaire

A. Identitas Diri

Nama :

NIM :

B. Petunjuk Pengisian

1. Tulislah identitas diri anda pada halaman yang telah disediakan
2. Bacalah dengan teliti setiap pernyataan dan pertanyaan yang diberikan
3. Jawablah semua pernyataan dan pertanyaan sesuai dengan situasi / keadaan yang anda alami
4. Tidak ada jawaban salah, jadi jangan takut untuk menjawab
5. Usahakan semua pernyataan dan pertanyaan diisi sesuai dengan pendapat pribadi

Terimakasih atas kesediaan dan kerjasama dalam mengisi kuesioner ini

Appendix II

Questionnaire

EFL students' perception on online learning in speaking course

4 = sangat setuju

3= setuju

2 = tidak setuju

1= sangat tidak setuju

NO	Pertanyaan	Alternatif Jawaban			
		4	3	2	1
1	Materi pelajaran yang di berikan dapat membantu pembelajaran daring				
2	Materi yang di disampaikan secara daring telah sesuai dengan kontrak perkuliahan				
3	Pelaksanaan waktu pembelajaran daring sesuai dengan jadwal				
4	Metode pembelajaran daring sangat memudahkan saya dalam menerima mata kuliah speaking				
5	Materi pelajaran yang di dapat mudah di akses				
6	Saya merasa siap dengan pelaksanaan perkuliahan online				

7	Metode pembelajaran daring memudahkan saya dalam materi pada mata kuliah speaking				
8	Metode atau cara mengajar memberikan kemudahan bagi mahasiswa untuk melaksanakan mata kuliah speaking				
9	Materi mata kuliah speaking yang diajarkan secara daring tersedia dengan baik sehingga saya mudah mengerti				
10	Dosen selalu membimbing saya dan teman belajar secara daring sehingga saya dan teman paham terhadap materi yang diberikan				
11	Proses kegiatan pembelajaran terasa menarik dan tidak membosankan				
12	Saya antusias dalam melaksanakan pembelajaran online				
13	Terdapat banyak praktek speaking dalam proses pembelajaran online				
14	Tugas yang di berikan sesuai dengan materi				
15	Tugas yang di berikan masih sesuai kemampuan saya dan tidak membebani				
16	Komunikasi antara dosen dengan mahasiswa dapat				

	berjalan dengan baik				
17	Saya aktif dalam kegiatan pembelajaran				
18	Interaksi yang terjadi selama proses pembelajaran membuat kemampuan berbicara saya meingkat				
19	Selama kegiatan pembelajaran online saya tetap dapat melakukan diskusi dengan teman yang lain				
20	Saya merasa percaya diri ketika ingin berbicara dalam kegiatan pembelajaran online				
21	Saya telah memiliki perangkat yang memadai untuk melaksanakan pembelajaran online				
22	Media yang digunakan untuk pembelajaran online efektif meningkatkan kemampuan speaking saya				
23	Saya tidak memiliki kendala yang berarti saat melaksanakan pembelajaran online				
24	Saya tidak keberatan dengan media yang di gunakan				
25	Secara umum, saya puas dengan pembelajaran online yang dilakukan				
26	Saya merasa percaya diri dengan kemampuan speaking saya setelah mengikuti kelas speaking online				

27	Kegiatan perkuliahan daring tetap dapat meningkatkan kemampuan speaking siswa				
28	Nilai yang saya dapatkan sesuai dengan pemahaman saya ketika belajar mata kuliah speaking daring.				
29	Saya merasa tidak ada kerumitan belajar dengan penerapan metode daring				
30	Menurut saya pembelajaran secara daring sangat membantu dalam menggantikan pembelajaran secara konvensional dimasa pandemi Covid-19.				

Appendix III

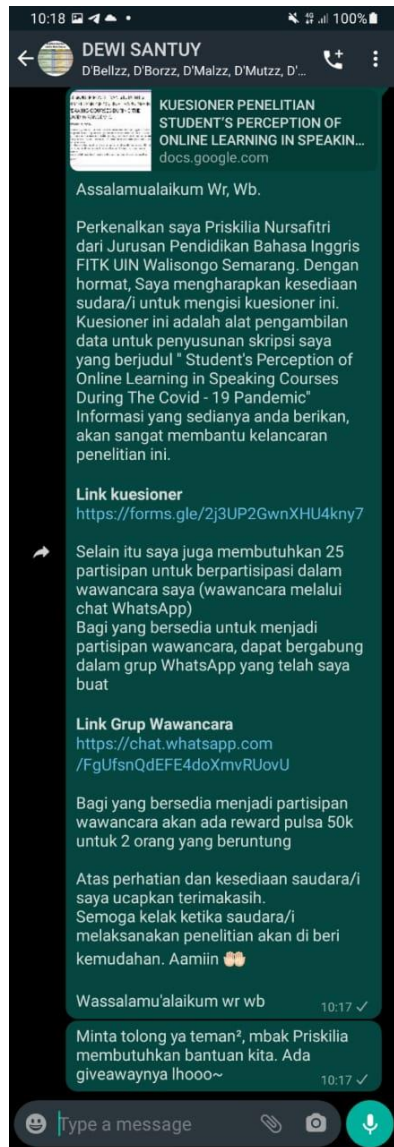
Interview guidelines

Obstacles of English Education Students against online learning during the COVID-19 pandemic in speaking course

1. Bagaimana pendapat anda tentang persiapan pembelajaran daring seperti materi pembelajaran, media dan lainnya ? Apakah terdapat kendala ?
2. Apakah model /strategi pembelajaran yang diterapkan saat cocok dengan pelaksanaan pembelajaran online ? Apakah terdapat kendala ?
3. Bagaimana pendapat anda mengenai interaksi terjadi selama pelaksanaan pembelajaran online ? Apakah terjadi interaksi aktif atau pasif ?
4. Apakah terdapat kendala terhadap sarana dan prasarana yang anda gunakan ketika melaksanakan pembelajaran online ? Jika terdapa kendala, apa saja kendalanya ?
5. Apakah anda merasa puas dengan hasil anda setelah melaksanakan kelas speaking online?
6. Bagaimana kemampuan speaking anda setelah melaksanakan kelas speaking online ?

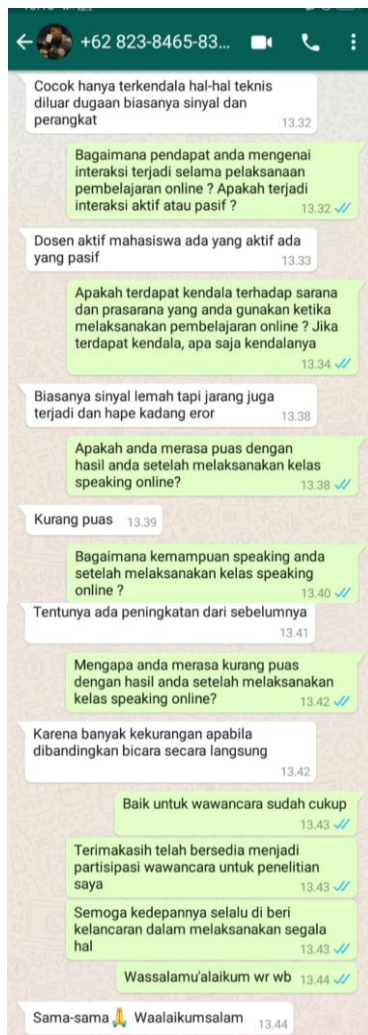
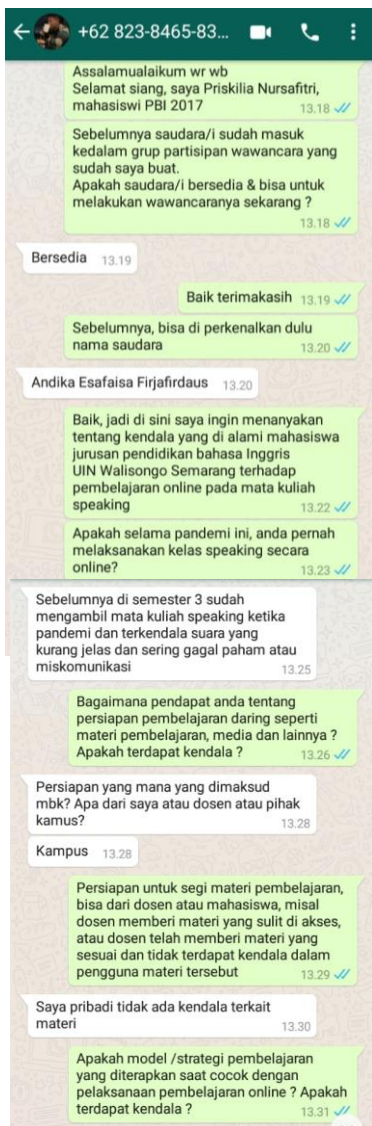
Appendix IV

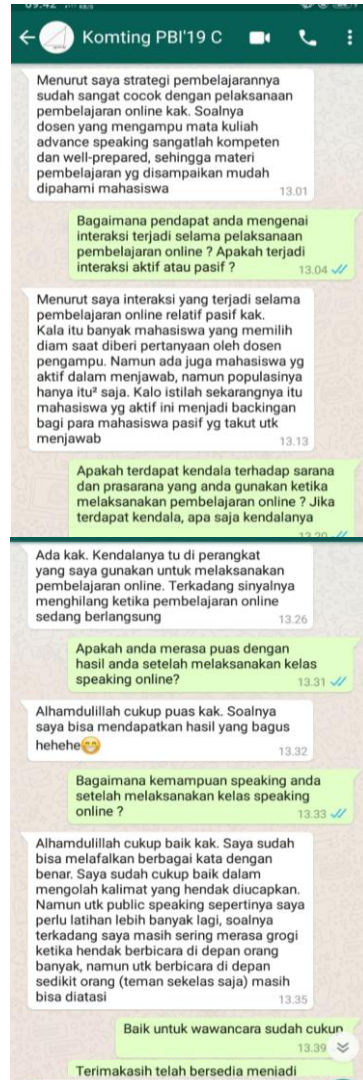
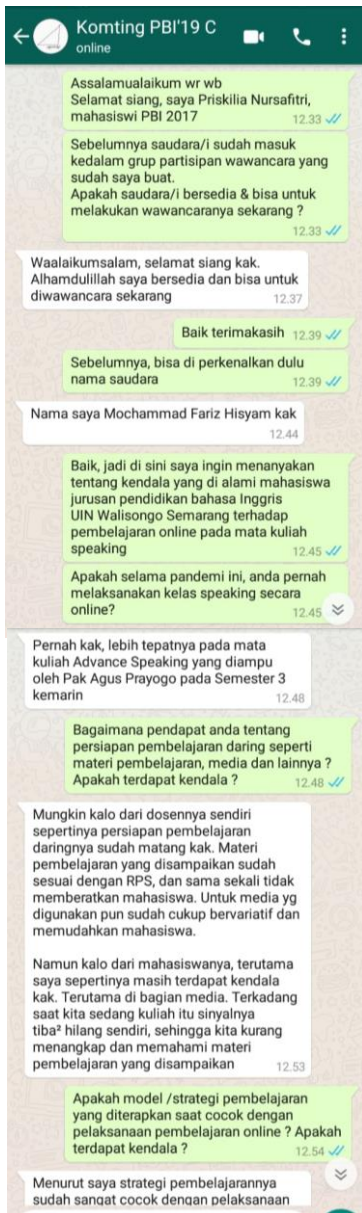
Proof of Distributing Questionnaires through the Whatsapp group

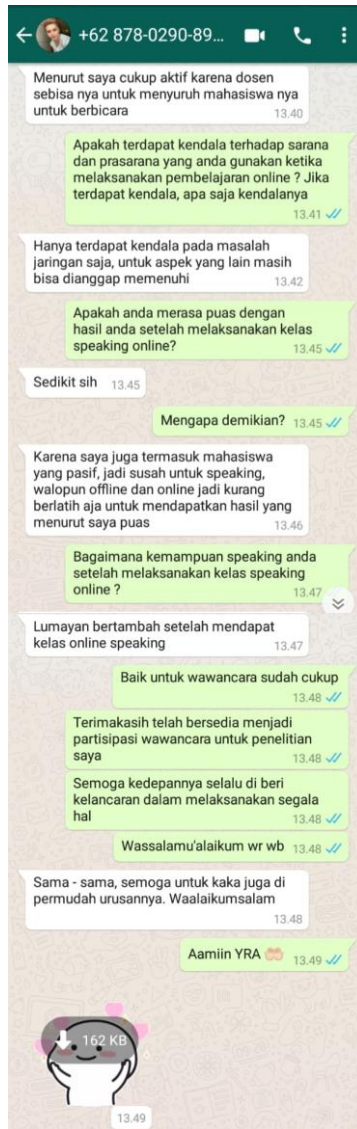
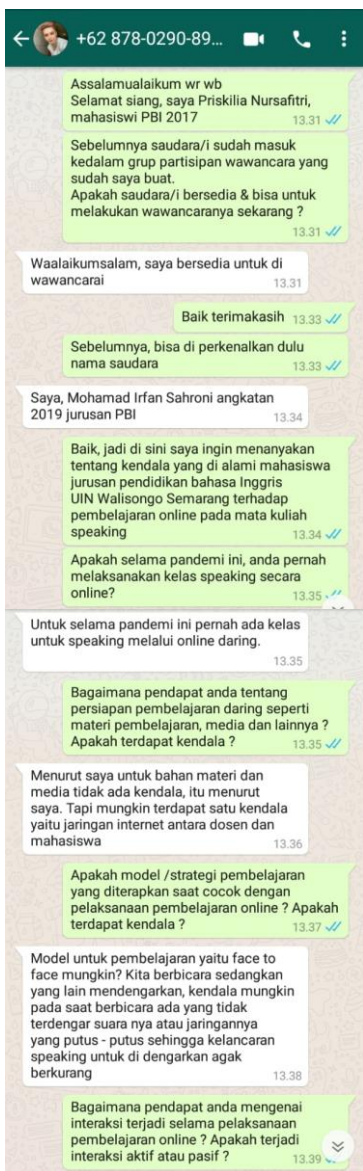


Appendix V

Interview documentation via Whatsapp Chat







Appendix VII RESEARCH LETTERS



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: B-2711/Un.10.3/D.1/PG.00/08/2021

6 Agustus 2021

Lamp : -

Hal : Mohon Izin Riset

a.n : Priskilia Nursafitri

NIM : 1703046119

Yth.

Kepala Jurusan Pendidikan Bahasa Inggris UIN Walisongo
di tempat

Assalamu'alaikum Wr. Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa:

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Sehubungan dengan hal itu mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan judul skripsi sebagaimana tersebut di atas selama satu bulan.

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