

**A STUDY ON STUDENTS' ATTITUDE TOWARD SPEAKING
ONLINE AT ENGLISH STUDY PROGRAM OF IAIN CURUP**

THESIS

This Thesis is submitted to fulfill the requirement
for “Serjana” degree of English Study Program



By :
HAZMIYATUL RUSNA
NIM : 17551021

**ENGLISH TADRIS STUDY PROGRAM
EDUCATION (TARBIYAH) FACULTY
INSTITUTE COLLEGE FOR ISLAMIC STUDIES
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP
FAKULTAS TARBIYAH**

Jalan : Dr. AK Gani No. 01 PO 108 Tlp (0732) 21010 -21759 Fax 21010
Hoepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

APPROVAL

Nomor: 1291/In.34/FT/PP.00.9/12/2021

Name : **Hazmiyatul Rusna**
NIM : **17551021**
Department : **English Study Program**
Title : **A STUDY ON STUDENTS' ATTITUDE TOWARD
SPEAKING ONLINE AT ENGLISH STUDY PROGRAM
OF IAIN CURUP**

Has been examined by examining board of the English Study Program of Institute Agama Islam
Negeri (IAIN) Curup, on :

Day / Date : **Thursday, September 30nd 2021**
Time : **11.00 – 12.30 a.m**
At : **Room IV Munaqosah IAIN Curup**

Has been received to fulfil partial requirements for the degree of Strata 1 in English Study
Program of Education Tarbiyah Faculty IAIN Curup.

Examiners

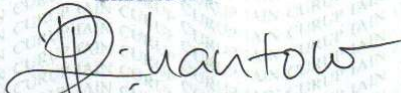
Head


Leffi Noviyenty, M.Pd
NIP. 197611062003122004

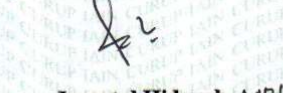
Secretary


Hadi Suhermanto, M.Pd
NIP. 1974111319990310003


Examiner I


Prihantoro, M.Pd
NIP. 197508202008011004

Examiner II


Jumatul Hidayah, M.Pd
NIP. 197802242002122002

Dean


Dr. H. Ifnaldi, M.Pd
NIP. 19650627200003 1 002

THE STATEMENT OF OWNERSHIP

The writer sign below:

Name : Hazmiyatul Rusna
NIM : 17551021
Fakultas : Tarbiyah
Jurusan : Tadris Bahasa Inggris

State the thesis under the title **“A Study on Students’ Attitude toward Online Speaking Class at English Study Program of IAIN Curup”**. This statement is made truly, if in the next day there is any mistake, the writer ready to accept the punishment or the other criticism from IAIN suitable with regulation.

Curup, 8th September 2021

Writer



Hazmiyatul Rusna

NIM: 17551021

Hal : **Pengajuan Skripsi**
Kepada
Yth. Ketua STAIN Curup
Di -
Curup

Assalamu'alaikum wr. wb.


Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi atas nama **Hazmiyatul Rusna**, NIM. **17551021** Mahasiswi IAIN Curup Prodi Tadris Bahasa Inggris yang berjudul : **“A Study on Students’ Attitude toward Speaking Online at English Study Program of IAIN Curup”** sudah dapat diajukan dalam sidang munaqasyah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih.

Wassalamu'alaikum wr. wb.

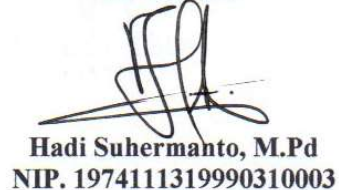
Curup, 7 September 2021

Advisor



Leffi Noviyenty, M.Pd
NIP. 197611062003122004

Co- Advisor



Hadi Suhermanto, M.Pd
NIP. 1974111319990310003

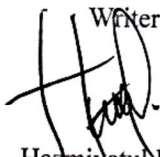
PREFACE

All praises to Allah that the writer had finally finished writing his thesis entitled **“A Study on Students’ Attitude toward Speaking Online at English Study Program of IAIN Curup ”**.

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (s1) in English Study Program of IAIN Cutup. The writer realizes that this thesis is far from being perfect, therefore really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, 21 Nov 2021

Writer

Hazmiyatul Rusna
17551021

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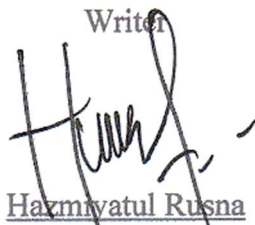
The researcher finished this research entitled **“A Study on Students’ Attitude toward Speaking Online at English Study Program of IAIN Curup”** This thesis is presented in order to fulfil of the requirement for the degree of strata I in English study program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Because of those reason, the writer would like to presents his deepest appreciation to:

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Finally, the researcher needs suggestion for being perfect in the future because this thesis is not perfect yet event in the grammar, structure of writing, discussion or anything else that is not suitable with hoped. Hopefully the result of this research can give beneficial contribution to the development of education in other school. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward. Ameen.

Wassalammu'alaikum WR.WB

Curup, 21 Nov
2021
Writer

Hazmiyatul Rusna
17551021

MOTTO AND DEDICATION

**“IT DOES NOT MATTER HOW SLOWLY YOU GO AS LONG AS
YOU DO NOT STOP.”**

This thesis would never have been complete without the help of many people. Best thanks for my Advisor, Ma’am Leffy Noviyenti, M.Pd, my co-advisor Mr. Hadi Suhermanto, M.Pd and also my Thesis tutor Mr Rully Morgana, M.Pd.

This thesis dedicates to :

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ABSTRACT

Hazmiyatul Rusna 2021 : **A Study on Students' Attitude toward Speaking Online at English Study Program of IAIN Curup.**

Advisor : Leffi Noviyenti, M.Pd

Co-advisor : Hadi Suhermanto, M.Pd

This thesis to find out the students' attitude toward speaking online and also to describe students' attitude toward speaking online during Pandemic Covid-19 at English Study Program of IAIN Curup. This research is mixed-method which presented in descriptive way to describe it. Sixth semester students in the English study program who learned speaking in online classes during the COVID-19 pandemic in the 2020 academic year are the informants or participants in this research. The researcher used questionnaire and interview to get data. In analysis data, first researcher identifies and checks data that be collected. After that, researcher describes all data that got. Next, researcher classifies data into categories based on research instrument and the last is interpret the data which gotten. The findings revealed that in students' attitude. Students' attitude toward online speaking class was good. Mostly of students' show their positive attitude. Meanwhile, there is one student who shows a negative attitude. Furthermore, the portrayals of students' positive attitude were getting more motivated in learning speaking, getting more creative to improve speaking skill, further enhance metacognitive abilities, show self-efficacy and more preparation. Meanwhile the portrayals of students' negative attitude was lack of motivation.

Keywords: Attitude, Speaking, and online learning.

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CHAPTER I

INTRODUCTION

A. Background of the Research

Attitude is the most important in language learning. In foreign language learning context, there are various factors that influence the learning process such as motivation, attitudes, anxiety, learning achievements, aptitude, intelligence, age, personalities, etc.¹ Fakeye defined that the matter of learners attitude is acknowledged as one of the most important factors that impact on learning a language.² Learning will not be easy until pupils have favorable attitudes about it on the one hand, and these attitudes may stem from life experiences on the other. As a result, because attitude can influence learning success or failure, it is extremely important.

In this study, it was found that students' attitudes towards speaking online had an impact on their speaking skills. The attitude studied in this study is Eagly and Chaiken's attitude model, which has three psychological aspects: affective, cognitive and behavioral aspects. The affective factor is a way of thinking about how you're feeling (fear, sympathy, and empathy). The Aspect of cognition indicates an attitude associated with thoughts. The behavioral factor, in addition, refers to one's attitude toward behavior.

¹ Meenaz Shams Haswani and Meenaz Shams, Journal of Research And', *Journal of Research and Reflection in Education*, 2.2 (2008), 121-44

² D.O. Fakeye, 'Students' Personal Variables as Correlates of Academic Achievement in English as a Second Language in Nigeria', *Journal of Social Sciences*, 22.3 (2010), 205–11 <<https://doi.org/10.1080/09718923.2010.11892803>>.

The importance of study attitudes in speaking online because speaking is an ability that involves interactive contact between the speaker and the listener. Speaking learning activities can be rendered interactive in face to face learning through group work, pair work, and individual work. It is very important to know the students' attitudes towards speaking online that affect their speaking skills. The five components of speaking that will be researched are pronunciation, grammar, vocabulary, fluency, and comprehension.

However, this immersive face-to-face version must be transformed into an online learning version due to the covid-19 pandemic which requires changing face-to-face learning to online learning according to Indonesian government regulations. The government has transformed the face-to-face learning system into an online learning system through the Ministry of Education and Culture to prevent the virus from spreading. So that lectures at the English Study Program of IAIN Curup are also transformed into online learning from home. The focus of this research is on speaking online. speaking online is a speaking course that was online during the covid-19 pandemic.

Based on changes in the learning system that occur, teachers and students face new challenges as the learning system shifts from face-to-face into online learning, especially in the context of learning English. Furthermore, at the university level, mastering English speaking skill seems to be more challenging in such an online learning situation.

During the covid-19 pandemic, researchers found difficulties in English Study Program of IAIN Curup students when learning speaking online based on prelim study. The researcher discovered the following barriers to learn English speaking online based on the prelim study with. Some students' said that the barriers of the online speaking are the network is not supportive, limited time, limited media, limited interaction, lack of internet data, and little chance to speak English. According to Lazim, students' problems in speaking online learning are (a) lack of vocabulary (b) the lecturer was too fast in giving materials (c) the students feel bored (d) bad signals.³

As a result, it can be inferred that some students have issues or difficulties in online speaking class because they are new to learning speaking online during the covid-19 pandemic. Based on the difficulties that researchers have found among university students in terms of online speaking class, the challenges of learning speaking in online class can be coped with when the students have a positive attitude towards online speaking class. According to Eagly and Chaiken, The psychological proclivity of a person to conduct something related to the attitudinal object is defined as attitude. In other words, attitude refers to how students think, feel, and act in response to specific objects or circumstances.⁴ Perception and attitude are not the same

³ Lazim, Rifki M. *An Analysis of Students' Difficulties in Speaking Through Online Learning During Covid-19 Pandemic* (A Case Study of First Year English Education Department Students in IAIN Salatiga), 2021

⁴ Alice H. Eagly and Shelly Chaiken, 'The Advantages of an Inclusive Definition of Attitude', *Social Cognition*, 25.5 (2007), 582–602

thing. According to Sarlito, Perception is a reflex that occurs within an individual that allows him to know everything about his surroundings.⁵

In this study, attitude is considered as an essential factor influencing language performance and received considerable attention from both first and second language researchers. There are many reasons why students' attitude toward learning is important. For instance, Weinburgh believe that attitudes toward learning influence behaviors such as selecting and reading books, speaking in a foreign language.⁶ Generally, it is able to absorb the details of language.

This research is important to be carried out at IAIN Curup because the Speaking lecturer in the English study program at IAIN Curup must know the students' attitudes towards speaking online because attitudes determine students' learning success. Lecturers must provide the best method and provide full support so that students are positive about speaking online.

In addition, Hussein Assalahi analyzed "Learning EFL Online During a Pandemic: Insights Into Quality of Emergency Online Education". a report on online EFL learning. In order to improve thinking skills in online EFL courses, this study is a case study of students' impressions of English as a Foreign Language (EFL) about the casual relationship between management, social, and cognitive presence. Results revealed that teaching presence was the core factor in sustaining an online community of inquiry and gender

⁵ Sarlito Wirawan Sarwono, *Psikologi Umum*, (Jakarta : Bulan Bintang, 1976), P.675

⁶ M Weinburgh, 'Gender, Ethnicity and Grade Level as Predictors of Middle School Students' Attitudes toward Science', 2000, p. 12 <<http://eric.ed.gov/?id=ED442662>>.

significantly predicted perceptions of teaching presence.⁷ Adaninggar Septi Subekti was the next researcher working on a thesis titled “Covid-19 Triggered Online Learning Implementation: Pre-Service English Teachers’ Beliefs”. Due to the Covid-19 pandemic in their English Education department, this study looked into the beliefs of nine pre-service English teachers regarding the acceptance of online learning. Inadequate infrastructure or supporting services, limited teacher pedagogical skills in managing online learning effectively, and a lack of social interaction between teachers and students, students and students during the learning process were identified as three major barriers to successful online learning in this research.⁸

Previous research, such as the ones mentioned above, have helped to provide insight about the problems they're looking into. However, to the researcher's knowledge, there are few or no studies that concentrate on students' attitudes toward online speaking class. As a result, the aim of this research is to uncover students' attitudes and the portrayals of students' attitudes toward online speaking class. Thus, this research was conducted to expose the attitudes of English students' in IAIN Curup toward online speaking class in order to fill this void. To further analysis, the researcher wants to see the portrayals of students' attitude toward online speaking class

⁷ Hussein Assalahi, 'Learning EFL Online During a Pandemic : Insights into The Quality of Emergency Online Education', *International Journal of Learning, Teaching and Educational Research Vol.*, 19.11 (2020), 203–22.

⁸ Adaninggar Septi Subekti, 'Covid-19-Triggered Online Learning Implementation : Pre-Service English Teachers ' Beliefs', *METATHESIS: JOURNAL OF ENGLISH LANGUAGE LITERATURE AND TEACHING*, 4.3 (2020), 232–48
<<https://doi.org/10.31002/metathesis.v4i3.2591>>.

because researchers want to know more about attitudes toward online speaking class. Based on this objective, this research is entitled “A Study on Students’ Attitude toward speaking online at English Study Program of IAIN Curup”

B. Research Question

Based on the background, the problems of this research are formulated as follows:

1. How is students’ attitude towards speaking online at English study program of IAIN Curup?

C. Objectives of the Research

The study's objectives are to look at English students' attitudes toward speaking online at English Study Program of IAIN Curup and to know what students really feel when taking speaking online because in theory it is only general attitudes and the findings in the English Study Program of IAIN Curup can be used as a reference for lecturers and the English Department to determine good learning methods for students’.

D. Delimitation of the Research

This study is delimited to one orientation, namely the attitudes of English students in IAIN Curup towards English speaking held online during the Covid-19 Pandemic.

E. Significances of the Research

This research is beneficial in terms of some aspects as follows:

1. Theoretical benefit

Theoretically, this research contributes by supplying evidence that will support Eagly and Cheiken's theory that attitudes predict the persistence of behavior directed towards attitude objects. The theory just stated in the condition that students' attitude and the portrayal students' attitude toward online speaking class is important to this study.

2. Practical benefit :

a. Tertiary English Students

This study will lead to the dissemination of important information about students' attitudes toward speaking online and the portrayal/describing of students' attitude toward speaking online.

b. English Lecturers

This study addresses the issue of learning speaking online during the Covid-19 pandemic in order to provide English lecturers with some of the information they need to teach in online classes, especially speaking skill, which have numerous learning obstacles. It is hoped that the English lecturers will be able to build a successful online speaking class where students' attitudes will have an impact toward speaking online.

c. English Department

Since the results include details about students' attitudes toward speaking online, the findings of this study may be useful in helping students address challenges in speaking online. During the Covid-19

pandemic, this mindset would eventually predict student attitudes against online learning systems. Knowing the impact of speaking online is also very useful for lecturers and education departments, since the challenges of speaking online learning can be minimized when students have a positive psychological attitude toward online speaking class.

d. The Researchers

This study offers a wealth of information, experience, and insights into students' attitudes toward speaking online, especially in online speaking skills through the internet, despite the limitations imposed by the rules in place in Indonesia during the Covid-19 pandemic.

F. Definition of Key Terms

This sub chapter will provide a brief definition on some key terms :

a. Attitude

A mental state or feeling about something is referred to as attitude. According to Eagly and Chaiken, attitude is a psychological trait that is conveyed as liking or disliking to some extent.⁹ The mindset here, according to the study, is a person's psychological propensity to take online speaking class.

b. Speaking

Speaking is the process of forming an opinion about something. Thornbury stated that speaking is one of the communication forms which

⁹ Eagly and Chaiken.

involves people's oral interaction. It is the ability of someone in using his or her oral instrument in making communication to other people within a group and personal.¹⁰ Speaking is one of the most critical skills to learn in the field of English at the university level. Five components of speaking are pronunciation, vocabulary, grammar, fluency, comprehension.

c. Online Learning

Online learning is a form of digital learning that takes place over the internet. Online learning, according to Gonzalez and Louis, is characterized as learning that takes place remotely and is aided by electronic devices such as laptops or smartphones that require an internet connection. In the context of this study, online learning refers to a distance learning system in which lecturers and students interact through various online media as required.¹¹

G. Thesis Organization

The research is organized into five chapters. Background of the study, problem of the study, objectives of the study, delimitation of the study, the significance of the study, operational definition, and systematic of the study are all covered in Chapter I. Chapter II involves speaking, attitude, and review of related finding. Chapter III involves research design, subject of the research, techniques of collecting data, research instrument, validity and reliability, and techniques of analysis data. Chapter IV involves research finding and discussion. The last chapter is chapter V involves conclusion and suggestion.

¹⁰ Scott Thornbury, *How to Teach Speaking* (Longman, 2005).

¹¹ Gonzalez & Louis, "The TESOL Encyclopedia of English Language Teaching (Online Learning. In J. I. Lontas: 2018)

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discusses the review of related theories and review of related finding. Review of related theories is supported with some theories which are relevant to the research.

A. Speaking

1. Definition of Speaking

Speaking is one of the skills that have to be mastered by students in learning English. Speaking is an essential tool for communicating. In the classroom, improving the speaking abilities of students has always been a concern.¹² Speaking is a skill that serves to transfer messages and also as communication with one another to give and receive information by talking or delivering it to others. It is a skill that expresses feelings and ideas in verbal form. According to Byrne, Oral communication is referred to as speaking. It involves both productive and receptive skills of understanding and is a two-way process between speaker and listener.¹³ In the pedagogical environment of English as a Foreign Language (EFL), improving speaking competence and confidence for undergraduate students tends to be an important challenge for educators. The significant role of speaking is action. Bailey outlined ways to

¹² Maryam Bahadorfar and Reza Omidvar, '(2014) Technology in Teaching Speaking Skills.Pdf', *Acme International Journal of Multidisciplinary Research*, 2.4 (2014), 9–13.

¹³ Byrne, *Teaching Oral English*, (New Jersey: Longman Group Ltd, 1984), P.8

improve speaking growth through syllabus design, teaching concepts, types of assignments and materials, and speaking assessment.¹⁴

Effective communication by speaking usually creates a number of benefits for both the speaker and the business and its achievements. For example in the case of work it will be easy for the speaker to conduct job interviews, job training activities and many other business objectives. Speaking skills or communication skills were often placed ahead of work experience, motivation, and academics as criterion for new job recruiting, according to a survey by Kamonpan..¹⁵ Yun Zhang also said that students who study English as a foreign language (EFL) usually have limited opportunities to speak English outside the classroom. This should be a reason for teachers to provide more situations and activities for students to strengthen their speaking competence.¹⁶

2. Teaching Speaking

The mastery of speaking skill in English is a priority for many second or foreign language learners. As a result, learners frequently assess their language learning achievement as well as the efficiency of their English course based on how well they believe they have improved in their spoken language skills.¹⁷

Teaching speaking is started at teaching the students how to speak in English as their foreign language, for then ask them to be able to pronounce the new

¹⁴ Kathleen M. Bailey, "Practical English Language Teaching, Vocabulary," *Practical English Language Teaching* 10, no. 4 (2003): 129--153

¹⁵ Kamonpan Boonkit, 'Enhancing the Development of Speaking Skills for Non-Native Speakers of English', *Procedia - Social and Behavioral Sciences*, 2.2 (2010), 1305–9 <<https://doi.org/10.1016/j.sbspro.2010.03.191>>.

¹⁶ Yun Zhang, "Reading to Speak: Integrating Oral Communication Skills," *English Teaching Forum* 47, no. 1 (2009): 32–34.

¹⁷ J. Richard Eiser, 'Attitudes as Attractors : More Than a Metaphor?', *Attitudes as Attractors: More Than a Metaphor?*, 8.2 (2014), 119–25.

language accurately. It is continued then to guide students to a point where they can begin to judge whether their sound productions are correct or not. At this point, teacher is no longer primarily speaking the target language. Meanwhile, teacher should be able to encourage students speaking some sounds, repeating, and imitating him/her. Finally, the students are required to be used to practice and do oral language.

Teaching speaking is to teach learners to: Produce the English speech sounds and sound patterns, use word and sentence stress/ intonation patterns and the rhythm of the second language, select appropriate words and sentences according to the proper social setting audience/situation and subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgments, use the language quickly and confidently with few unnatural pauses, which is called as fluency.

3. Learning Speaking

Speaking is a form of communication.¹⁸ Speaking is a productive aspect in a language. To get ability to speak, we need not only knowledge of grammar, but also the ability to process information and idea. Learning speaking means learning a processing of involves producing, receiving, and processing information. So, speaking requires communicative competence, pronunciation, grammar, vocabulary, fluency, accuracy, comprehension and gesture improving, in order to build a good communication.¹⁹ When people are

¹⁸ Orwig C.J Speaking Skill. Article.n

¹⁹ H.Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, *Teaching by Principles An Interactive Approach to Language Pedagogy*, 2000.

speaking, at least they will involve five components of speech processes follows:

1. Pronunciation

Pronunciation refers to the ability to produce easily comprehensible articulation.²⁰ There are three basics of the main range of the teaching technique which can be invoked to assist students in learning pronunciation. The first is exhortation, speech training and practical phonetics.

2. Vocabulary

Vocabulary means the appropriate diction which is used in communication.²¹ It is a set of familiar words within a person's language. Vocabulary is an important aspect in learning language.

3. Grammar

Grammar is the set of logical and structural rules that govern the composition of sentences, phrases, and words in any given natural language.²² Grammar refers to the study of language rules, it is kind of regularity of sound structure that nobody could learn language without grammar.

²⁰ Abbas Pourhosein Gilakjani, 'A Study of Factors Affecting EFL Learners ' English Pronunciation Learning and the Strategies for Instruction', *International Journal of Humanities and Social Science*, 3.2 (2012), 119–28.

²¹ April M. Yorke and others, 'The Effects of Explicit Instruction in Academic Vocabulary during Shared Book Reading on the Receptive Vocabulary of Children with Complex Communication Needs', *AAC: Augmentative and Alternative Communication*, 34.4 (2018), 288–300 <<https://doi.org/10.1080/07434618.2018.1506823>>.

²² Susan Blockberger and Judith R. Johnston, 'Grammatical Morphology Acquisition by Children with Complex Communication Needs', *AAC: Augmentative and Alternative Communication*, 19.4 (2003), 207–21 <<https://doi.org/10.1080/07434610310001598233>>.

4. Fluency

Fluency is the smoothness of flow with sounds, syllables, words, and phrases which are joined together when speaking.²³ Fluency refers by the maximal effective operation of the language system so far acquired by the students.

5. Comprehension

Comprehension is consistently accurate in nearly all contexts and includes comprehension of linguistic and cultural subtleties.²⁴

4. Speaking Online

Online learning has expanded not only in the written discourse, but also in the oral discourse.²⁵ According to Spender, Online learning is a novel technique of disseminating information, giving students more control over the learning process.²⁶ Online learning, as defined by Beamish et al., is a set of processes and applications connected to learning and training using computer-based, online, virtual classrooms, and other forms of digital collaboration learning.²⁷ Homan and Macpherson defined Learning that involves electronic learning materials, internet networking technologies in

²³ Scott Thornbury.

²⁴ Bruce A. Schneider, Meital Avivi-Reich, and Meredyth Daneman, 'How Spoken Language Comprehension Is Achieved by Older Listeners in Difficult Listening Situations', *Experimental Aging Research*, 42.1 (2016), 40–63 <<https://doi.org/10.1080/0361073X.2016.1108749>>.

²⁵ Malachi Edwin Vethamani Persis Dineen Rodrigues, 'The Impact of Online Learning in the Development of Speaking Skills', *Journal of Interdisciplinary Research in Education*, 5.1 (2015), 2232–180.

²⁶ Nattaphon Phanchanikul, 'Using E-Learning to Improve English Communication Skills of Thai Undergraduate Students', *Biomass Chem Eng*, 2015 <<http://www.ti.com/lit/ds/symLink/cc2538.html>>.

²⁷ Gill Homan and Allan MacPherson, 'E-Learning in the Corporate University', *Journal of European Industrial Training*, 29.1 SPEC. ISS. (2005), 75–90 <<https://doi.org/10.1108/03090590510576226>>.

learning, as well as interactive and downloadable resources is referred to as online learning.²⁸ Meanwhile, Hall and Snider explained the term "online learning" refers to the process of learning via electronic devices connected to an intranet or the internet..²⁹

Speaking online is a speaking course which is an ability that involves interactive contact between the speaker and the listener which is done with online media such as smartphones, laptops and using learning applications such as zoom, WhatsApp, google classroom etc.

Many studies show the difficulty of mastering English speaking skill. In fact, speaking English is not easy. Some of the factors that cause problems in speaking to students, first are poor reading habits, unequal participation and practice of English both inside and outside the classroom, and confusion in the application of grammar rules.³⁰ According to Rifari Baron learning English in class is made easier by using a combination of internet applications, such as video, website applications, or social media..³¹ The combination of learning applications that are suitable for students has made it easy for teachers to direct and guide students to improve their English speaking skills. Learning English speaking online is mostly done with zoom meeting and google meet when students practice speaking using dialogue.

²⁸ Homan and MacPherson.

²⁹ Nattaphon Phanchanikul.

³⁰ Sayuri Sayuri, 'Problems in Speaking Faced By EFL Students of Mulawarman University', *Indonesian Journal of EFL and Linguistics*, 1.1 (2016), 47–61 <<https://doi.org/10.21462/ijeell.v1i1.4>>.

³¹ Rifari Baron, 'Students' Perception on Online Application in Speaking Skill', *VELES Voices of English Language Education Society*, 4.2 (2020), 213–21 <<https://doi.org/10.29408/veles.v4i2.2543>>.

While the practice of speaking is carried out in monologue using Youtube by uploading it to Youtube.

Based on the research of Abd. Syakur et al., Website-based "Absyak" online learning in speaking lessons experienced a significant increase in English speaking skills. Website-based learning also triggers mastery of material in learning.³² "Absyak" which is an on-line learning model specifically designed by researcher in the form of soft ware that has been tested for validation refers to the SN-DIKTI about learning initiator media and as a forum for Distance Learning Processes (PJJ) for tertiary institutions.

As said by Mahfouz & Ihmeideh, In terms of strengthening speaking skills, the utilization of computer-mediated activities is certainly beneficial in making the learning process more effective and relevant for ESL learners.³³ Current global development has provided more opportunities for instructors to adopt online learning approaches in helping learners to be more independent in their language learning.

Ahmad Nur Syafiq et al, proposed that YouTube videos as online learning media are used as English learning materials to improve students' speaking skills which include fluency, vocabulary, pronunciation, grammar, and content. Thus, it can be concluded that the use of Youtube videos can

³² Abd. Syakur and others, 'Improving English Language Speaking Skills Using "Absyak" On-Line Learning Model for Second Semester in Higher Education', *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 3.2 (2020), 684-94 <<https://doi.org/10.33258/birle.v3i2.897>>.

³³ Safi M. Mahfouz and Fathi M. Ihmeideh, 'Attitudes of Jordanian University Students towards Using Online Chat Discourse with Native Speakers of English for Improving Their Language Proficiency', *Computer Assisted Language Learning*, 22.3 (2009), 207-27 <<https://doi.org/10.1080/09588220902920151>>.

improve students' speaking skills during online learning during the Covid-19 pandemic.³⁴

Despite the fact that multiple studies show that learning to talk in English online can enhance speaking skills, students still find it challenging to communicate their ideas, thoughts, and questions in English in a clear and fluid manner.³⁵ This often happens due to many factors such as insecurity, fear, shame and sometimes fear of being mistaken for grammar and vocab when expressing his ideas.

Hadijah argued that, the students' reason in facing the problems on speaking English were not only having limited knowledge on the components of speaking skills including pronunciation, grammar, vocabulary, fluency and comprehension but also they have own personal reasons, such as shy to perform speaking, lack of self confidence, lack of speaking practice, time management, speaking material, and exposure problems.³⁶

³⁴ Ahmad Nur Syafiq and others, 'Increasing Speaking Skill through YouTube Video as English Learning Material during Online Learning in Pandemic Covid-19', *Elsya : Journal of English Language Studies*, 3.1 (2021), 50–55 <<https://doi.org/10.31849/elsya.v3i1.6206>>.

³⁵ Lucie Moussu and Enric Llurda, 'Non-Native English-Speaking English Language Teachers: History and Research', *Language Teaching*, 41.3 (2008), 315–48 <<https://doi.org/10.1017/S0261444808005028>>.

³⁶ Sitti Hadijah, 'Investing the Problems of English Speaking of Islamic Boarding School Program at Stain Samarinda', *Dinamika Ilmu*, 14.2 (2015), 240–47 <http://journal.iain-samarinda.ac.id/index.php/dinamika_ilmu/article/view/16/pdf_17%0Ahttps://docs.google.com/viewer/ng/viewer?url=http://journal.iain-samarinda.ac.id/index.php/dinamika_ilmu/article/viewFile/16/pdf_17>.

B. Attitude

1. Definition of attitude

One of the most useful concepts that psychology has involved dealing with the organization of experience and behavior is attitude. Attitude is relatively enduring system of evaluate effective, reactions, based upon and reflection the evaluative concept to belief which have been warned about the characteristics of a social an object or class of social object.³⁷ Eagly & Chaiken define that attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor.³⁸

According Gerungan, definition of attitude would be translate with attitude word toward certain object, which is the opinion attitude or feeling attitude and attitude along with tendency to act suitable with the attitude and the readiness in action toward anything.³⁹ Dorothy states that “attitude is not actually taught, but they are by product of the teacher and peer group affect the attitude of the individual.⁴⁰ Myers proposed that, attitude is favorable or unfavorable evaluative reaction toward something or someone exhibited in one’s belief, feelings, or intended behavior.⁴¹

Based on the theory of planned behavior, Montano and Kasprzyk state,

“Attitude is determined by the individual’s beliefs about outcomes or attributes of performing the behavior (behavior beliefs) weighted by

³⁷ Bimo Walgito, *Psikologi Sosial Suatu Pengantar*, Anda Yogyakarta, 2003, p. 110

³⁸ Eagly, A. H., & Chaiken, S. (1993). *The psychology of attitudes*. Fort Worth, TX: Harcourt.

³⁹ Bimo Walgito, op cit, p. 110

⁴⁰ Dr. Oemar Hamali K, *Psikologi Belajar & Mengajar*, (Bandung, Sinar Baru Algensindo, 2004), p.29.

⁴¹ Sarlito Wiraman Sarwono, *Psikologi Sosial*, (Jakarta, Balai Pustaka, 2002), p. 232

*evaluations of those outcomes or attributes. As a result, a person with strong views that executing the activity would result in positively valued results will have a good attitude toward behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude”*⁴²

Visser defined that attitude is considered as an essential factor influencing language performance.⁴³ Gardner and Lambert have concluded that the ability of the students to master a second language is not only influenced by the mental competence or, language skills, but also on the students' attitudes and perceptions towards the target language.⁴⁴ They also advocated that attitude concept could enhance the process of language learning, influencing the nature of student's behaviors and beliefs towards the other language, its culture and community, and this will identify their tendency to acquire that language.

There are several study, namely De Bot et al. also assert that language teachers, researchers, and students should recognize that pupils' high drive and positive attitudes help them learn a second language.⁴⁵ Brown explains that positive attitudes aid second language learners, whereas negative

⁴² Daniel E Montaño, 'Health Behavior and Health Education: Theory, Research, and Practice', *Annals of Internal Medicine*, 116.4 (1992), 350 <https://doi.org/10.7326/0003-4819-116-4-350_1>.

⁴³ Max Visser, 'Learning under Conditions of Hierarchy and Discipline: The Case of the German Army, 1939-1940', *Learning Inquiry*, 2.2 (2008), 127-37 <<https://doi.org/10.1007/s11519-008-0031-7>>.

⁴⁴ Mohamad Jafre Zainol Abidin Dr., Majid Pour-Mohammadi, and Hanan Alzwari, 'EFL Students' Attitudes towards Learning English Language: The Case of Libyan Secondary School Students', *Asian Social Science*, 8.2 (2012), 119-34 <<https://doi.org/10.5539/ass.v8n2p119>>.

⁴⁵ Wander Lowie and Marjolijn Verspoor, 'Book', *Teaching English as a Second or Foreign Language*, 10.2 (2006), 1-4.

attitudes can lower motivation and cause pupils to fail to achieve language competency.⁴⁶

However, negative attitudes can be changed by learners when they experience real life language situations or a person from another culture. Learners of second languages can change their negative stereotypes about the language. Teachers must recognize that every student has both good and negative attitudes, and they must replace negative attitudes with realistic language understanding.⁴⁷

Based on the definition about attitude above, researcher can take conclude although have some different from their thinking, all of thinking, all of thinking said the characteristic of attitude are: (1) Have object, (2) Have like or dislike, or attitude is action, thinking feel in object, idea, situation or scare, attitude is not just attitude but attitude is to do something for the object, object of attitude is people, idea , place, situation or group.

Attitude is different from perception, because perception is the ability to provide information, interpretation, opinions, suggestions, and expectations based on individual experiences. Bakhrust and Shanker posited that “Thought makes contact with an independent reality, and perception is a sense of how things are.”⁴⁸

⁴⁶ H.Douglas Brown.

⁴⁷ H.Douglas Brown.

⁴⁸ Greg Dimitriadis and George Kamberelis, *Jerome BRUNER, Theory for Education*, 2020 <<https://doi.org/10.4324/9780203958933-15>>.

2. Models of Attitude

The following presentation casts light on several models of attitude and their related experts who work on those models.

a. Expectancy value model

This model is proposed by Rosenberg. This model specifies that there are two basic dimensions to a person's attitude. They are belief expectation, which determines one's attitude toward something, and the value or effect associated with that belief.⁴⁹

b. Vector Model

This model is popularized by Calder & Lutz. In accordance with this model, there are two dimensions of attitude. They are made up of an emotive dimension that reflects liking or favoring an attitudinal object and a cognitive component that represents the likelihood or probability of the attitudinal object.⁵⁰

c. Tripartite Model

This model is postulated by Spooncer. According to this paradigm, there are three elements that make up a person's attitude. They are feelings, beliefs and behaviors. Here, feelings indicate someone's

⁴⁹ Rosenberg, Milton J. "Cognitive structure and attitudinal affect." *The Journal of abnormal and social psychology* 53.3 (1956): 367.

⁵⁰ Calder, Bobby J., and Richard J. Lutz. "An investigation of some alternatives to the linear attitude model." *ACR Special Volumes* (1972).

emotions, beliefs refer to someone's cognitive response, and behaviors relate to someone's overt action towards an attitudinal object.⁵¹

d. ABC Model

This model is suggested by Eagly & Chaiken. This concept divides attitude into three constructive components, each of which contributes to the assessment of an attitudinal object. Those components are affective, behavioral, and cognitive component. The cognitive component refers to someone's level of understanding about the attitudinal object. Therefore, someone who has sufficient knowledge related to an attitudinal object will represent a condition in that he has a strong attitude towards that object. This condition can be represented by expressing (agree/like or disagree or dislike).⁵²

e. CAC Model

In CAC model, Schiffman & Kanuk proposes that attitudes are made up of three elements. (1) a cognitive (beliefs) component, (2) an emotional (feelings) component, and (3) a conative component (behavior).⁵³

In this study, the researcher chose ABC models of attitude because Eagly and Chaiken's version of ABC models is the most widely cited and adapted attitude model in psychological research on attitudes. they are the most

⁵¹ Ruly Morgana, 'Pre Service English Teachers' Attitude Towards Intercultural Language Learning' (An Instrumental Case Study on the Sixth Semester of Tertiary English Students at Sebelas Maret University)', 2018.

⁵² Ruly Morgana.

⁵³ Vishal Jain, '3D Model of Attitude', *International Journal of Advanced Research in Management and Social Sciences*, 3.3 (2014), 1–12
<<http://www.garph.co.uk/IJARMSS/Mar2014/1.pdf>>.

consistent attitude researchers. all Eagly and Chaiken publications are mostly about attitude.

3. Component of Attitude

Now after reviewing various definitions and models, it is generally accepted that attitude represents the positive and negative mental and neural readiness towards a person, place, thing or event. It consists of three components:

1. Affective Aspect

The affective component is the emotional response like preference like/dislike towards an attitude object. According to Wright et, al the affective dimension includes liking and preference.⁵⁴ Most of the research place emphasis on the importance of affective components. An individual's attitude towards an object cannot be determined by simply identifying its beliefs about it because emotion works simultaneously with the cognitive process about attitude object. Agarwal & Malhotra, explained that the affect (emotions and feelings) like interest toward an object and the evaluative judgment based on brain beliefs. Nitza proposed that the affective dimension consists of developing and changing attitudes and promoting interest in and motivation for learning.⁵⁵

⁵⁴ Wright, J. S., Wamer, D. S., Winter W. S., and Zeigler, S. K. (1977) Advertising, NY: McGraw-Hill Book Company.

⁵⁵ Nitza Davidovitch and Roman Yavich, 'The Impact of Mobile Tablet Use on Students' Perception of Learning Processes', *Problems of Education in the 21st Century*, 76.1 (2018), 29–42 <<https://doi.org/10.33225/pec/18.76.29>>.

2. Cognitive Aspect

The cognitive component is an assessment of the entity that forms the basis of an individual's belief (or doubt) in the thing. Cognitive refers to the thoughts and beliefs an individual has about an attitude object. The U.S. Department of Defense's Strategy for Operations in the Information Environment (SOIE) characterizes the cognitive dimension as "composed of the attitudes, beliefs, and perceptions of those who transmit, receive, respond to, or act upon information."⁵⁶ Fishbein & Ajzen express that A person's belief is knowledge about an object; it's information that connects an object and an attribute. The storage section of the cognitive component is where an individual organizes information.⁵⁷

3. Behavioral Aspect

A response to an action, behavior, or attitude statement regarding behavior is the behavioral component. This attitude can be influenced not only by the stimulus of the thing in front of us, but also by previous experiences, current circumstances, and future expectations.⁵⁸ According to Chaudhuri, Behavioral dimension includes repurchase intention and tendency dimension refers to local commitment to the value that is within

⁵⁶ J. F. Beary, 'Department of Defense', *Military Medicine*, 148.11 (1983), 857–63 <<https://doi.org/10.1093/milmed/148.11.857>>.

⁵⁷ Jain.

⁵⁸ Tulus Tu'u, *Peran Disiplin Pada Perilaku Dan Prestasi Siswa* (Jakarta: PT. Gramedia Widiasarana Indonesia, (2004), h. 67

commercial brand itself.⁵⁹ Askari proposed that behavioral dimension includes ones' tendency and reaction towards an event.⁶⁰

From the description above it is clear that the affective aspect of students plays a very large role in education, and therefore we cannot just ignore it. Measurement of this aspect is very important and useful and more than that we must make use of our knowledge of students' affective knowledge to achieve teaching goals.

4. Perception and Attitude

The difference between perception and attitude is that perception is the use of the mind or the senses to comprehend or understanding a person's surroundings while attitude is the person's actual feeling or way of thinking about something or someone based on their perceptions. An attitude is what one feels about something and is highly subjective. A perception is what one thinks about something after analyzing some concrete logical facts about it and it is not highly subjective.⁶¹

⁵⁹ Arjun Chaudhuri and Morris B. Holbrook, 'The Chain of Effects from Brand Trust and Brand Affect to Brand Performance: The Role of Brand Loyalty', *Journal of Marketing*, 65.2 (2001), 81–93 <<https://doi.org/10.1509/jmkg.65.2.81.18255>>.

⁶⁰ Niloo Askari and Ahmad Moinszadeh, 'Iranian EFL Faculty Members' Attitude towards Silent Students', *International Journal of Research Studies in Education*, 4.1 (2014), 55–64 <<https://doi.org/10.5861/ijrse.2014.954>>.

⁶¹ Hammad, Mohamed. (2018). Re: Attitudes vs. Perceptions: Can these 2 terms be used interchangeably?. Retrieved from: https://www.researchgate.net/post/Attitudes_vs_Perceptions_Can_theses_2_terms_be_used_interchangeably/5b2f75ff35e538a66301a516/citation/download.

C. Review of Related Finding

There are some related studies which have been conducted by previous researches on students' attitude toward English speaking online learning. They are follows:

Shahrzad Eshghinejad conducted a study entitled EFL Students' Attitudes towards English Language Learning which was conducted on Kashan University students. This study looks at the concept of attitude as one of the main affective factors for success in learning foreign languages. The students' attitude impacts whether or not they will be able to grasp the language's subtleties. This study aims to look at male and female EFL students at Kashan University towards learning English in the behavioral, cognitive, and emotional aspects. For this purpose, a questionnaire survey was administered to a total of 30 randomly selected samples. In three areas, namely behavioral, cognitive, and emotional, the results of this study show a positive attitude toward learning English. In addition, there was a statistically significant difference in attitude between the two groups.

Researchers will also examine the attitudes of students towards these three aspect namely affective (feeling), cognitive (thinking) and behavior (act). However, the difference in research that will be carried out is the attitudes of English students at IAIN Curup towards speaking online during the COVID-19

pandemic so that students' attitudes can determine the success of learning English, especially speaking during online learning applied in Indonesia.⁶²

On Addisu Sewbihon Getie study, he found that students have factors that influence their attitudes towards learning English. The result of this study is the attitudes of grade 10 students towards learning EFL is positive. In three areas, namely behavioral, cognitive, and emotional, the results of this study show a positive attitude toward learning English. Educational context elements, such as English language teachers and the English language learning scenario (classrooms, seating arrangements, and the physical learning environment), on the other hand, had negative effects on students' attitudes. The findings, on the other hand, revealed that target language learners have positive attitudes toward the other educational context factor, which is the English textbook for grade 10, implying that English as a foreign language teaching materials in the study's context have a positive impact on students' attitudes. This study aimed at investigating on factors affecting the attitudes of grade 10 students towards learning EFL in Debre Markos Comprehensive Secondary School in Debre Markos town, Ethiopia. So, this research becomes supporting research for future research regarding students' attitudes towards English online learning.⁶³

Brittany Landrum, Jennifer Bannister, Gilbert Garza, and Susan Rhame explores how students evaluate their satisfaction with online classes. Student

⁶² Shahrzad Eshghinejad, 'EFL Students' Attitudes toward Learning English Language: The Case Study of Kashan University Students', *Cogent Education*, 3.1 (2016), 1–13 <<https://doi.org/10.1080/2331186X.2016.1236434>>.

⁶³ Addisu Sewbihon Getie, 'Factors Affecting the Attitudes of Students towards Learning English as a Foreign Language', *Cogent Education*, 7.1 (2020), 0–37 <<https://doi.org/10.1080/2331186X.2020.1738184>>.

satisfaction with online learning, according to the researcher, emerged as a lived consonance, or a "gearing together" of student issues. Student expectations about the time and space of online learning, self-motivation, and the participation of others, such as fellow students and the teacher, are the key dimensions of these concerns. This study only looks at online learning, thus further research is needed to look into English language online learning.⁶⁴

Previously found research on student satisfaction in online learning, then Selma Vonderwell and Sajit Zachariah explored what factors influenced learner participation in two sections of graduate online course at Midwestern university. The following aspects, according to the findings, influence online learner engagement and patterns: technology and interface characteristics, content area experience, student responsibilities and instructional tasks, and information overload. In order to achieve common understanding of learning goals in a learning community, effective online learning necessitates interdependence. Instructors can detect student needs and scaffold learning by closely monitoring student involvement and patterns of participation.⁶⁵

The above studies have been conducted by orienting towards the issue of attitude in the field of English learning as well as problems in online learning. However, those studies are different from the current study, especially in term of

⁶⁴ Brittany Landrum and others, 'A Class of One: Students' Satisfaction with Online Learning', *Journal of Education for Business*, 96.2 (2021), 82–88 <<https://doi.org/10.1080/08832323.2020.1757592>>.

⁶⁵ Selma Vonderwell and Sajit Zachariah, 'Factors That Influence Participation in Online Learning', *Journal of Research on Technology in Education*, 38.2 (2005), 213–30 <<https://doi.org/10.1080/15391523.2005.10782457>>.

the attitudinal object. In the current study, the researcher brings English speaking skill which learned online as the attitudinal object.

CHAPTER III

METHODOLOGY

A. The Research Design

This study employs a mixed method approach and used Explanatory sequential design. In a mixed methods study, both quantitative and qualitative methods were used in the same investigation. Quantitative research is a type of research that uses data such as numbers as an instrument to discover information about a topic that the researcher is interested in. According to Creswell, a quantitative study is one that collects numerical data and analyzes it using mathematically based approaches to explain occurrences.⁶⁶ While qualitative was concerned with developing explanations of social phenomena It describe phenomena as they naturally.⁶⁷ In this study, researchers used qualitative methods to explore questionnaires that had been made based on theory.

Explanatory sequential design is an approach that involves collecting quantitative data first to know about students' attitude toward speaking online and then qualitative data to help explain or elaborate on the quantitative results.⁶⁸. In the first question the researcher took data with a questionnaire so that the second question in this research was carried out with interviews to explore the

⁶⁶ John W. Creswell, *Research and methodology: methods and techniques*, (California: SAGE Publications Ltd., 2014), p.42

⁶⁷ Anne Lacey and Donna Luff, 'Trent Focus for Research and Development in Primary Health Care: Qualitative Data Analysis', *Trent Focus Group*, 2001, 1–27 <http://faculty.cbu.ca/pmacintyre/course_pages/MBA603/MBA603_files/IntroQualitativeResearch.pdf>.

⁶⁸ Jhon W. Creswell, *Educational Research, Planing, Conducting and Evaluating Quantitative and Qualitative Research* (Fourth Edition), (Pearson Education, Inc. Boston, 2012) P: 542

questions in the questionnaire. It signifies that mixed-methodologies research was a study that integrated qualitative and quantitative methods by analyzing data and presenting it in numbers and explanation. In this study, the researcher tried to provide an overview of students' attitude towards online speaking class.

B. Subject of the Research

1. Population

The population is the group of persons about whom the researcher wishes to make broad generalizations.⁶⁹ According to Arikunto, population is a set (or collection) of all elements possessing one or more attributes of interest.⁷⁰ Furthermore, Fraenkel and Wallen state that a population is the group to which the study's findings are intended to be applied..⁷¹ So, the population is the entire subject of the study, which has a certain requirement to be applied in the study. Population in this research is the whole English students' of six semester at the English study program of IAIN Curup which get speaking subject (speaking III) online during pandemic covid-19 in academic year 2020. Researchers took the six semester to become a population because in terms of seeing positive and negative attitudes towards speaking online they have a solid foundation because they have learned speaking in offline and online class before in the English study program of IAIN Curup. There were

⁶⁹ Daniel Muijs, *Doing Quantitative Research in Education*, (London : SAGE Publications Inc., 2004), P:37x

⁷⁰ Suharsimi Arikunto, *Prosedur Penelitian Suatu Praktik*, (Jakarta: Rineka Cipta, 201), cet. 15, P. 173

⁷¹ Jack R. raenkel and Norman E. Wallen, *Op. cit.* P.90.

three classes from six semesters involved, and can be seen on the following table:

Table 3.1

Population

No.	Semester	Class	Male	Female	Total
1.	4	A	4	16	20
2.	4	B	5	11	16
3.	4	C	6	11	17
Total					53

Source: Documentation of English Tadris Study Program IAIN Curup

2. Sample

According to Dawson, The more manageable quantity of persons to take part in the study is referred to as sampling.⁷² In addition, According to Fraenkel and Wallen, the sample is the group from which the study's data is gathered.⁷³ Meanwhile, according to Sugiyono, The sample is a subset of the population's number and characteristics.⁷⁴ So, the researcher concluded that sample is part of representative of population which is researched. Then, taking sample from population is frequently called in technical term as “sampling”.⁷⁵

Furthermore, according to Suharsimi Arikunto, He said that if the population is less than 100, it is better for us take all of the population as a

⁷² Catherine Dawson, *Practical Research Methods a User-Friendly Guide to Mastering Research Techniques and Projects* (United Kingdom: How to Books Ltd, 2002). P.47

⁷³ Jack R. Fraenkel , and Norman E. Wallen, Loc. Cit

⁷⁴ Sugiyono, *Metode Penelitian Kuantitatif, dan R & D*, (Bandung: Alfabeta, 2012), P.81

⁷⁵ Sugiyono, Ibid

sample, but if the population are more than 100 we take from population 10%-15% or 20%-25% more use as sample⁷⁶

In this research, the populations are less than 100 persons. So, the researchers used total sampling. According to Sugiyono, Total sampling is a sampling method that uses all members of a population as samples.⁷⁷ In general it can be said that the larger the sample, the more likely it is to reflect the population. Statistically it is stated that the larger the sample size is expected to give better results. The resulting mean and standard deviation have a high probability of resembling the population mean and standard deviation when a large sample is used. This is due to the fact that the quantity of samples has an impact on statistical hypothesis testing.⁷⁸ Total sampling is done by giving a questionnaire to all students in the population, filling out the questionnaire, and returning the questionnaire to the researcher.

In determining the research subjects to be interviewed, the researcher used a sampling technique to conduct interviews in order to obtain data to describe students' attitude toward speaking online, the sampling technique used was purposive sampling. According to Sugiyono, Purposive sampling is a strategy for selecting samples based on specific criteria. The point here is that students have purposive sampling criteria and can provide data for interview.⁷⁹

⁷⁶ Suharsimi Arikunto, *Manajemen Pendidikan*, (Jakarta: Rineka Cipta, 2009), P.112

⁷⁷ Prof. Dr. Sugiyono, *Metode Penelitian Administrasi* (Bandung : Alfabeta, 2016) P:96

⁷⁸ Idrus Alwi, 'Kriteria Empirik Dalam Menentukan Ukuran Sampel', *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 2.2 (2012), 140–48.

⁷⁹ Sugiyono Ibid

C. Technique of Collecting Data

In research, the data are power, so they are important in a research. There are no researchers if data is not collected. In collecting the data, it must be valid and give the true information. To collect the data the researcher uses questionnaire and interview.

1. Questionnaire

In collecting data, the researcher uses questionnaire. Questionnaire is defined as “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing or their answer or selecting them among the existing answer choices.”⁸⁰ Such data are useful to answer first research question about students’ attitudes toward speaking online. Furthermore, the respondents could have more time to fulfill it. According to Sugiyono states that questionnaire can be open-ended or close-ended.⁸¹ In quantitative research, a closed-ended questionnaire is used to create statistics. Greater numbers can be produced because these questionnaires follow a fixed structure and can be scanned directly into a computer for analysis.⁸² So, the respondents only give the checklist in the provided answer.

In this research, the researcher used one questionnaire to answer one research questions. The format of questionnaire in this research is closed-ended. It means that respondents answer the question about based on the answer provided that has been prepared by researcher. Dawson mentions that there are

⁸⁰ Mackey and Gass in Mohame Mobarak, *Corrective Feedback in L2 Writing* (A Study of Practice and Effectiveness in the Bahrain Context), (Bahrain: The University of Sheffield, 2013) P-122

⁸¹ Sugiyono, *Statistika Untuk Penelitian*, (Jakarta: Rineka Cipta, 1998), P.199

⁸² Catherin Dawson, *Ibid*, P. 88

some advantages of using closed-end questionnaire: (a.) Tend to be quicker to administer, (b.) Often easier and quicker for the researcher to record responses, (c.) Tend to be easy to code, (d.) Respondents can only answer in a predefined way, (e.) New issues cannot be raised. (f.) It is quick and easy for respondents to tick boxes, might be more likely to answer all questions.⁸³ The questionnaire adopts a likert-scale format in which there are some options of scale (e.g., strongly agree, agree, disagree, and strongly disagree) provided under each item.

Table 3.2

Likert Scoring

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

The table above was categorized from *Linkert Scales* that divided the students' attitude in the four categorized. Based on the accounted with four the categorized, the result of much calculation was categorized by positive and negative attitude.⁸⁴ The result of data from questionnaire, it showed the percentage and then the category divided into 2 categories, there are:

- a. 60%-100% = Positive
- b. 10%-50% = Negative

It signifies that the researcher assumed that employing four alternatives for scoring in this study's questionnaire was reasonable. The following are the steps in the data collection process utilizing a questionnaire: a. giving the questionnaire to the respondents; b. collecting the questionnaire; and c.

⁸³ Catherine Dawson, Loc. Cit

⁸⁴ Riduwan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*, Bandung: Alfabeta, 2004), p.89

analyzing the questionnaire according to each guideline. d. Using the percentage formula, the questionnaire was tallied and examined.

In conclusion, the researcher distribute questionnaire to sample of the research who had determine in this research. Then, the respondent only need to write checklist (✓) to the selected the answer in the column in order to find the students' attitude toward speaking online at English Study Program of IAIN Curup. The questionnaire is copied to Google Form so that the samples can fill out the questionnaire online via WhatsApp application.

Table 3.3
Blueprint of Questionnaire

Indicators of Attitude	Indicators of Speaking	Questions item
Affective (preference, interest, motivation)	Pronunciation	Questions Number 1-5
	Grammar	
	Vocabulary	
	Fluency	
	Comprehension	
Cognitive (belief, perspective, opinion)	Pronunciation	Questions Number 6-10
	Grammar	
	Vocabulary	
	Fluency	
	Comprehension	
Behavior (experience, future tendency)	Pronunciation	Question Number 11-15
	Grammar	
	Vocabulary	
	Fluency	
	Comprehension	

In this research, the researcher used close questionnaire to know the students' attitude toward speaking online at English study program of IAIN

Curup using likert scale, they are Strongly disagree (SD), Disagree (D), Agree (A), Strongly Agree (SA).

2. Interview

Interviewing is one of the most important approaches for obtaining data in qualitative research. Interview is a question-answer activity between one person and another person. Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person. In addition, According to Esteborg, an interview is defined as a conversation between two people in which they exchange information and ideas through questions and responses, resulting in communication and cooperative development of meaning about a certain issue.⁸⁵

Interview is used to get information from students to know the students' attitude toward speaking online. The interview, according to Sugiyono, is a direct dialogue between the researcher and the sample.⁸⁶ Interview will be done by using the interview guidance and also use WhatsApp application for taken the result of interview.

In this study, the researcher took 7 participants for interview based on the appropriate criteria after getting the results of the questionnaire that had been analyzed.

⁸⁵ Sugiyono, *Metode Penelitian Pendidikan* (Pendekatan Kualitatif, Kuantitatif dan R & D), (Bandung: Alfabeta, 2002), P. 18

⁸⁶ Sugiyono, *Ibid*, P.66

D. Research Instrument

The term "instrument" refers to a tool or device that is used to collect research data.⁸⁷ It means that the research instrument helps the research to get the information needed that related to the research. The using of research instrument leads the researcher to gathering information or data needed in this resesarch. The research instruments here are:

1. Questionnaire

Arikunto says, "A questionnaire is a set of written questions designed to elicit information about a person's personality or a past experience from respondents."⁸⁸ In this research, the researcher use one kind of questionnaire, It was closed-ended type. Questionnaires with a closed-ended format have multiple choice answers. Multiple choice questions fall under the category of closed format questions. These multiple choices could either be in even numbers or in odd numbers. Researchers can quickly generate statistical data and percentages by integrating closed format items in the questionnaire design.⁸⁹ The purpose of closed-ended was to know about students' attitude toward speaking online at English Study Program of IAIN Curup.

In constructing the questionnaire of this research, the question is designed based on ABC model theory of attitude measurement as proposed by Eagly & Chaiken who have provided detailed principles of attitude measurement. ABC

⁸⁷ Suharsimi Arikunto., *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 2002). P-136

⁸⁸ Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif and R&D*. (Bandung : Alfabeta, 2010), P-142

⁸⁹ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2013), P. 199

model of attitude guides an attitudinal investigation in terms of affective, cognitive, and behavioral dimensions.

Table 3.4

Questionnaire of Attitude

Indicators of attitude	Indicators of speaking	Items	Judgments			
			SD	D	A	SA
Affective (Preference, Interest, Motivation)	Pronunciation	I prefer to learn English speaking online because it provides a big chance for me to improve my pronunciation.				
	Vocabulary	I like speaking online because it trains the improvement of my vocabularies for speaking				
	Grammar	I am interested in speaking online because it helps me improve my grammar for speaking.				
	Fluency	I am motivated to learn in speaking online due to its effectiveness in improving my fluency.				
	Comprehension	I am motivated to learn in speaking online because it sets two-way communication practices which improve my comprehension				
Cognitive (belief; perspective; opinion)	Pronunciation	I believe that speaking online enables students to engage in more practices of English pronunciation.				
	Vocabulary	I perceive that English speaking practices established in speaking online enable students to get feedback on vocabulary improvement				

	Grammar	In my perception, English communication activities built up in speaking online can increase students' grammatical accuracy.				
	Fluency	As far as I am concerned, the flexibility and fast-response English communication in speaking online positively train students' fluency.				
	Comprehension	In my perspective, the ease of two-way English communication systems established in speaking online naturally train students to comprehend English utterances of one another.				
Behavior (Experience, Future Tendency)	Pronunciation	I got a good improvement in English pronunciation due to speaking online in the previous semester. I will take part actively in future's speaking online to get a chance to maintain my English pronunciation quality.				
	Vocabulary	I got a good improvement in English vocabulary due to speaking online in the previous semester. I will not skip even just one meeting of next speaking online for the sake of persistently increase my English vocabulary size and understanding.				
	Grammar	Speaking online that I				

		took in the last semester gave me adequate grammatical competencies for English communication. I will consistently take speaking online so that I can be much better at English grammatical accuracy.				
	Fluency	Speaking online in the previous semester had built up interactive practices of English speaking so that I became fluency enough in English speaking. I will consistently pursue the betterment of my English speaking fluency by joining future's speaking online.				
	Comprehension	Speaking online in the last semester successfully taught interactive English communication so that I could comprehend people's English utterances better. I want to easily comprehend English utterances with complex discourses by joining future's speaking online.				

2. Interview Guidance

The interview questions are semi structure interviews the students give free answer that has relation with in interview guidance. In social science, a semi structured interview is a research method. A semi structure interview is flexible, allowing, new questions to be brought up during the interview as a

result of what the interview says. The interview is a semi structured interview generally has a framework of themes to be explored. The researcher chose this interview because, in the first question, the researcher is limited to knowing the form of reasons students are positive or negative about the speaking online; however, if the researcher conducts interviews, they will be able to delve deeper into the case of the students themselves. This can be achieved by the researcher by asking the students directly because the researcher only thinks from the general side. Before do research interview the researcher must make a question about this research in the paper, after that, researcher do the interview.

Table 3.5

Interview Guidance Questions of Students' Attitude toward speaking online.

No.	Indicators	Questions
1.	Affective	1. How much do you like speaking online? What are certain things that motivate you so that you like speaking online? 2. Why do you like speaking online? 3. How is the portrayal of learning process in the speaking online so that you are interested in the speaking online?
2.	Cognitive	1. How well do you understand speaking lessons in speaking online? What are certain things that make you think that speaking online can improve your speaking skills? 2. Why do you believe that speaking online can improve your speaking skills? 3. How is the portrayal of the learning process in the speaking online so that you understand the lessons in the speaking online?
3.	Behavior	1. What are certain things that make you predict that in the future you will be able to master speaking more quickly in speaking online? 2. why do you predict that in the future you will master speaking faster in speaking online?

		3. How is the portrayal of the learning process in the speaking online so that you predict that the speaking online can improve your speaking skills?
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E. Validity and Reliability

a. Validity

According to Sugiyono, the validity of instrument means that the instrument used for collecting data is valid.⁹⁰ Before the questionnaire is distributed to respondents or research samples, the researcher performs content validity and construct validity. In pursuing the content validity, this research engaged two validators because the researcher wanted the instrument that had been made to be truly valid. If it is given to only one validator, the researcher is worried that the validator will not be as intensive as correcting the instrument.

They are a speaking lecturer as the subject or content validator and a linguistic lecturer as the language validator. Content validity involves lecturers who are competent in the fields of English speaking, measurement, and quantitative research. The content validator is ma'am Safrida Esmianti M,Pd and the lecturer as an expert of validity will correct the suitability of the items with the theoretical construction adapted by the questionnaire. The suggestions from the lecturer will be used to improve the questionnaire. The language validator will arrange inappropriate language into a language that is

⁹⁰ Sugiyono, Op. cit. P 173

more easily understood by respondents including grammatical accuracy and word choice in items. The language validator is Mr. Rully Morgana M.Pd.

Furthermore, the researcher continued to carry out construct validity by trying out the questionnaire. In the try out, the researcher involved 40 students who were not part of the sample, but they had characteristics of age, level, and learning load that were equivalent to the sample. They are semester two and four as English students', take speaking courses, and can understand questionnaire. Anticipating the number of items that will fall out, it is recommended to multiply the number of items that will be used as research instruments. If the number to be used in the study is 20 items, then the items tested can be 40 or doubled. According to Singarimbun and Effendi said that the minimum number of questionnaire trials is a minimum of 30 respondents. With a minimum number of 30 people, the distribution of values will be closer to the normal curve.⁹¹ The researcher used SPSS 16.0 program for windows. Then the researcher compared r_0 and r_{table} in product moment Pearson correlation formula. The calculation formula on SPSS is the same as the following formula when manual calculations are carried out on bellow:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

Where :

r_{xy} = total item correlation coefficient (bivariate pearson)

i = Item score

⁹¹ Singarimbun, M dan Efendi,. 1995, Metode Penelitian Survey, Jakarta : PT. Pustaka LP3ES

x = Total Score

n = Number of subjects

Table 3.6

The Criteria of Item Validity

R	Interpretation
$0.80 < r < 1.00$	Very High
$0.60 < r < 0.79$	High
$0.4 < r < 0.59$	Average
$0.2 < r < 0.39$	Low
$0.00 < r < 0.19$	Very Low

There are two criteria to determine validity of items: if $r_0 > r_{table}$ at the significance level of 5%, it means that the instrument is valid. If the $r_0 < r_{table}$ the significance level of 5%, it means that the instrument is not valid.

For $N = 40$ at the significance level of 0.05 in table of critical values for Pearson's correlation coefficient, the r_{table} is 0,312. The following table is the comparison of r_0 and r_{table} :

Table 3.7

The validity of Questionnaire

Items	r_{item}	r_{table}	Interpretation of Validity	Status
1	0,639	0.312	High	Valid
2	0,693	0.312	High	Valid
3	0,724	0.312	High	Valid
4	0,651	0.312	High	Valid
5	0,545	0.312	Average	Valid
6	0,676	0.312	High	Valid
7	0,791	0.312	High	Valid

8	0,635	0.312	High	Valid
9	0,607	0.312	High	Valid
10	0,467	0.312	Average	Valid
11	0,529	0.312	Average	Valid
12	0,487	0.312	Average	Valid
13	0,553	0.312	Average	Valid
14	0,629	0.312	High	Valid
15	0,531	0.312	Average	Valid

Based on the table above, there were 15 items that was used as questionnaire. After the researcher gave the tryout of the questionnaire to the students' which were not as the sample, it showed that all items were valid and 15 items that can be used in this research.

2. Reliability

After determining the questionnaire's validity, the researcher used the SPSS 16.0 tool to determine the questionnaire's reliability. The term "reliability" refers to an instrument's capacity to consistently measure something over time. As a result, the phrases "consistency" and "unchanged" are crucial words for qualifying standards.⁹²

To measure reliability, the researcher used technique of Alpha Cronbroach. To measure the reliability, the researcher used SPSS 16.0 program for windows. Cohen, Manion, & Morrison (2007) stated that the level of internal consistency of Cronbach Alpha as follows:

⁹² Syaifudin Azwar, *Penyusunan Skala Psikologi*, Yogyakarta : Pustaka Pelajar, 2006 p.99-

Table 3.8
The level of Reliability

No	Reliability	Level of Reliability
1	>0.90	Very Highly Reliable
2	0.80-0.89	Highly Reliable
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/minimally Reliable
5	<0.60	Unacceptably Low Reliability

To obtain the reliability of the questionnaire given, the researcher given, the researcher used SPSS 16.0 program to find out whether the questionnaire is reliable or no.

Table 3.9

Reliability Statistics	
Cronbach's Alpha	N of Items
.881	15

From the table above, it can be seen that the reliability analysis yielded a Cronbach Alpha of 0.881. it means that the reliability of the questionnaire was categorized highly reliable.

F. Techniques of Analysis Data

1. The data from questionnaire

After researcher get answer of the students' attitudes toward online speaking class, the data was collected as the students' response in tabulate,

and find out the percentage of the students by using percentage technique.

The steps were:

- a. The first step for analysis the data is scoring. In order to determine students' opinions regarding online speaking lessons, the researcher tabulated the score in each respondent's answers, which were counted one by one.
- b. The researcher next calculates the score based on the total responses provided by respondents to the questionnaire in the second stage.
- c. The third steps were the researcher accounted the percentage of the each items of questionnaire based on the students answer in questionnaire. It follows the formula:⁹³

$$P = \frac{\sum score}{Max score} \times 100\%$$

Where

P : Percentage

$\sum score$: Total score

Max score : Maximum score

- d. The fourth step was for the researcher to account for students' attitudes based on the percentage of each item on the questionnaire and to check which part had the highest percentage.

⁹³ Arif, *Cara Menghitung skala likert* at <http://naufansapoetra.blogspot.co.id/2015/11/cara-menghitung-kuesioner-skala-likert.html>.. Accessed on August 2020

- e. The researcher identifies the number of students with a good attitude and the number of pupils with a negative attitude as the final step in this section.

2. The data from interview

After the data was collected from the techniques for collecting data is interview, the researcher continued to analyzed the data. According to Creswell, the researcher can undertake data management, reading, describing, classifying, interpreting, and representing the findings in a written report while evaluating qualitative data.⁹⁴ For analyzing the data in this research, the researcher did these steps:

a. Managing

Before the data from the interviews could be read and understood, they were controlled by imagining what the data from the research interviews would look like. The researcher divided the data based on the sources. From interview data were saved in other folders. Aside from that, the data folders were also segregated by the data in which the data was obtained.

b. Reading

After managing the data, the researcher read the data from interview with using the result of interview. The researcher read the data that has been obtained about the portrayals of students' attitude toward speaking online at English study program of IAIN Curup.

⁹⁴ John W. Cresswell, *Research Design*, (California : SAGE Publications, 2014), P.247

c. Classifying

Classifying data was done after reading data of interview. The data classified based on the portrayal of students' attitude toward speaking online.

d. Describing

As this second research questions, the data were analyzed by using words or pictures. In order to accomplish this, data was described using words, which were used to represent data that had been classified based on kinds. Besides that, the researcher described the students' attitude toward speaking online.

e. Interpreting

After the data collecting, analysis, and interpretive stages of a study, data interpretation continues; interpretation is also a part of the process of producing the study's results. Interpreting is the reflective and explanatory aspect of dealing with studies data.

CHAPTER IV

FINDING AND DISCUSSION

This chapter contains the study's data as well as comments of the data as well as the research findings. The data were collected from the results of the questionnaire and interview. At IAIN Curup's English study program, the researcher discusses students' attitudes toward speaking online and describing of students' attitudes toward speaking online. To address the research issues, two sections are presented. The first is finding and the second is discussion.

A. Research Findings

1. The students' attitude toward speaking online at English Study Program of IAIN Curup

To find what the students' attitude toward speaking online at English Study Program of IAIN Curup, the researcher used questionnaire to get percentage of students' attitude. Here the following below were the result of them:

The total active students' in six semester of English study program of IAIN Curup were 53 students'. All of students' from six semester participated in this study. The 15 items of attitude questionnaire were used to investigate the participants' attitude toward speaking online. The items were put in a 4-point Likert Scale from strongly agree to strongly disagree. The weight of each participant for the selected option is added up to determine each participant's score on the scale. For example, participants who chose strongly

agree were given a score of 4, participants who answered agree were given a score of 3, participants who answered disagree were given a score of 2 and participants who answered strongly disagree were given a score of 1. The next step is to find out the maximum score by multiplying the number of items with the highest Likert scale, which is 4. The total score of participants is divided by the maximum score multiplied by 100.

Based on the questionnaire that has been distributed by the researcher to the respondents, the following is an explanation of the findings found by the researcher. The first 5 items regarding the affective aspect are collided with five speaking indicator points, namely, pronunciation, vocabulary, grammar, fluency and comprehension.

a. Affective aspect

Item number 1 about affective aspect which reads "I prefer to learn to speak English in an online because it provides a big chance for me to improve my pronunciation" was answered by 53 participants. 40 participants positively to item 1 and 13 participants negatively. 8 participants answered strongly agree with a score of 4, 32 participants answered agree with a score of 3, 11 participants answered disagree with a score of 2, and 2 participants answered strongly disagree with a score of 1.

The next affective item is number 2 regarding vocabulary which reads "I like speaking online because it trains the improvement of my vocabularies for speaking. This item was answered by 53 participants. 42 participants had a positive attitude towards item 2, 8 participants answered strongly agree with

a score of 4, 34 participants answered agree with a score of 3. 11 participants had a negative attitude towards item number 2. 8 participants answered disagree with a score of 2, 3 participants answered strongly disagree on item number 2 with a score of 1.

The item number 3 which reads "I am interested in speaking online because it helps me improve my grammar for speaking" 53 participants gave answers. 45 participants were positive, 11 participants answered strongly agree with a score of 4, 34 participants answered agree with a score of 3. Furthermore, only 8 people were negative and gave disagree answers with a score of 3.

The next item numbered 4 which reads "I am motivated to learn in speaking online due to its effectiveness in improving my fluency" was answered by 53 participants. 43 participants were positive, 10 participants answered strongly agree with a score of 4, 33 participants answered agree with a score of 3. while the other 10 participants were negative and answered disagree with a score of 3.

The last item regarding the affective aspect numbered 5 which reads "I am motivated to learn in speaking online because it establishes two-way communication practices that improve my understanding" answered by 53 participants. 43 participants were positive, 10 participants answered strongly agree with a score of 4, 33 participants answered agree with a score of 3. but there were also 9 participants who had a negative attitude towards item number 5 who answered disagree with a score of 2.

b. Cognitive aspect

The next 5 items regarding the cognitive aspect that are clashed with the speaking indicator are numbered 6-10. item number 1 which reads "I believe that speaking online enables students to engage in more practices of English pronunciation" answered by all participants. 36 participants were positive, 8 participants answered strongly agree on item 6 with a score of 4, 28 participants answered agree with a score of 3. 17 other participants answered disagree with a score of 2.

For the 7 item which reads "I perceive that English speaking practices established in speaking online enable students' to get feedback on vocabulary improvement" answered by 53 participants. 42 participants were positive, 9 participants answered strongly agree with a score of 4, 33 participants answered agree with a score of 3. Furthermore, 11 participants were negative, where 10 participants answered disagree with a score of 2, and 1 other participant answered strongly disagree with a score of 1.

Furthermore, the item numbered 8 is still about the cognitive aspect which reads "In my perception, English communication activities built up in speaking online can increase students' grammatical accuracy" answered by 53 participants. 40 participants were positive on item 8, 8 participants answered strongly agree with a score of 4, 32 participants answered agree with a score of 3. 13 other participants were negative, 12 participants answered disagree, and 1 other participant answered strongly disagree with a score of 1.

Item number 9 which reads "As far as I am concerned, the flexibility and fast response English communication in speaking online positively train students' fluency" was answered by 53 participants. 41 participants had a positive attitude, 5 participants answered strongly agree with a score of 4, 36 other positive participants answered agree with a score of 3. 12 other participants had a negative attitude towards item 9, where 11 participants answered agree with a score of 3 and 1 other participant answered strongly agree with a score of 1.

The last item on the cognitive aspect numbered 10 which reads "In my perspective, the ease of two-way English communication systems established in speaking online naturally train students to comprehend English utterances of one another" was answered by 53 participants. 45 participants were positive, 8 participants answered strongly agree with a score of 4, 37 other participants answered agree with a score of 3. 8 other participants were negative and gave disagree answers with a score of 2.

c. Behavior aspect

The next 5 items regarding the behavior aspect are numbered 11-15. on item number 11 which reads "I got a good improvement in English pronunciation due to speaking online in the previous semester. I will take part actively in future's online speaking class to get a chance to maintain my English pronunciation quality" answered by 53 participants . 38 participants were positive, 7 of them answered strongly agree with a score of 4, 31

participants answered agree with a score of 3. 15 other participants were negative by giving a disagree answer with a score of 2.

As a follow-up, item 12 which reads "I got a good improvement in English vocabulary due to speaking online in the previous semester. I will not skip even just one meeting of next online speaking class for the sake of persistently increase my English vocabulary size and understanding" answered by 53 participants. 43 participants had a positive attitude with an answer of 11 strongly agree with a score of 4 and 32 answered agree with a score of 3. some participants also had a negative attitude on this item, namely 14 participants who gave a disagree answer with a score of 2.

Next, the item numbered 13 which reads "Speaking online that I took in the last semester gave e adequate grammatical competencies for English communication. I will consistently take speaking online so I can be much better at English grammatical accuracy" answered by 53 participants who have different attitude scores. on this item, 39 participants were positive. 9 of them gave an answer of strongly agree with a score of 4, while the other 30 participants gave an answer of agree with a score of 3. 14 other participants were negative on this item and gave an answer of agree with a score of 3.

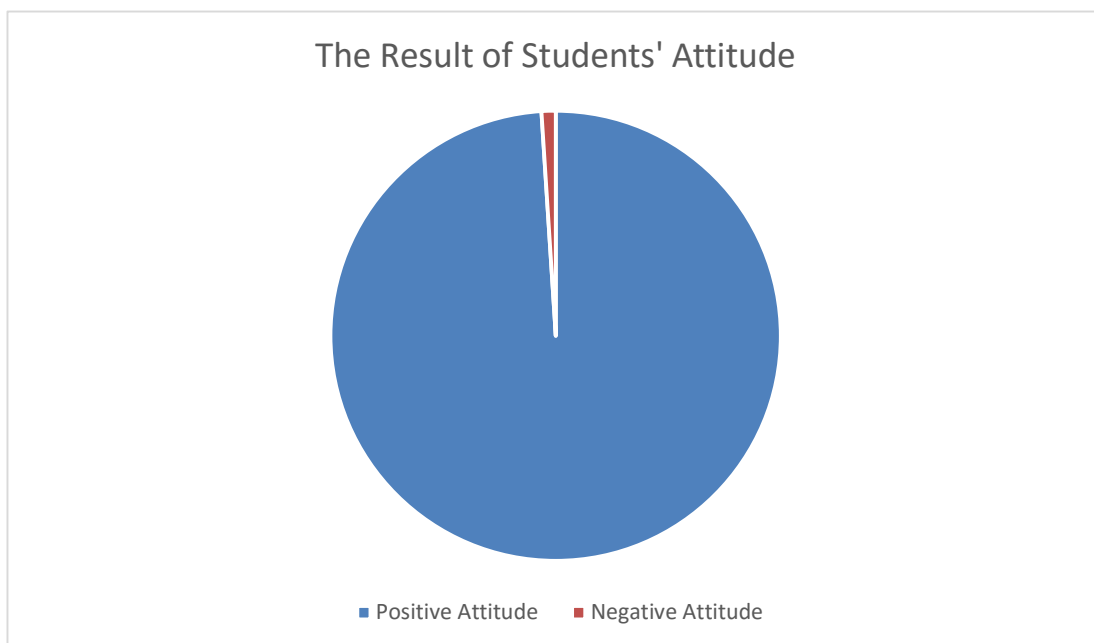
Item number 13 which reads "Speaking online in the last semester successfully taught interactive English communication so that I could comprehend people's English utterances with complex discourses by joining future's speaking online" was answered by 53 participants with the result of an attitude stating that 43 participants were positive . 10 participants

answered strongly agree with a score of 4, while 33 other positive attitudes answered agree with a score of 3. Furthermore, the other 10 participants had a negative attitude on this item and answered disagree with a score of 2.

On the last item in the behavior aspect, 53 participants answered this item which reads "Speaking online in the last semester successfully taught interactive English communication so that I could comprehend people's English utterances better. I want to easily comprehend English utterances with complex discourses by joining future's online speaking classes". on this item, 43 participants are positive. 7 participants answered strongly agree with a score of 4, while 36 other participants answered agree with a score of 3. Other participants were negative on this item by giving a disagree answer with a score of 2.

Based on the scoring results above, it can be concluded that the percentage results for each respondent are as follows: respondents with serial numbers 1,2, 34, 35 get the same score, namely 44. So, the total score is divided by the maximum score multiplied by 100, so the result is 73.33%, which is positive.

So, overall the results of Students' attitude toward speaking online are as shown in the chart below:



Based on the chart above, it can be concluded that the results of the analysis for the answers to each respondent show that 98,11% of the results of the percentage of respondents are above 50% and 1,89% are below 50%. the results of this percentage, when compared with the gradation of the percentage measurement, then 98.11% is high so it can be concluded that the respondents are positive then 1.89% is low so it can be concluded that the respondents are negative.

2. The Portrayals/describing of Students' attitude toward speaking online at English Study Program of IAIN Curup.

In this point, the researcher was using interview to answer the second question, and the question is the portrayals/describing of students' attitude toward speaking online. The researcher had interview the Students' who have positive and negative attitudes towards speaking online at English Study program of IAIN Curup.

The question based on theory about attitude as indicators. In the interview the researcher used English. In this part, the researcher put the result of finding from interview.

Based on the chapter III, the researcher used interview and voice note via WhatsApp application. The interview has been held on August 15th and 16th 2021. The respondents were the students' studying in speaking online at English Study Program of IAIN Curup.

**Form of The portrayals of Students' attitude toward speaking online at English
Study Program of IAIN Curup.**

Table 4.2

No	Form The portrayals of positive attitude
1	Getting more motivated in learning speaking online
2	Getting more creative to improve speaking skill
3	Further enhance metacognitive abilities
4	Show self-efficacy
5	More preparation

Table 4.3

No	Form The portrayals of negative attitude
1	Lack of motivation

To know more information how is the portrayals of students' attitude toward online speaking class, the researcher had done interview to the 7 representatives respondents of questionnaire. The result of the portrayals of students' positive attitude can be mentioned below:

1. Getting more motivated in learning speaking online

Based on the results of the interview, the portrayal of the first positive attitude in the domain of "getting more motivated in learning speaking online" is always doing the tasks given by the speaking lecturer. This attitude is revealed when the interview discourse discusses how to positively portray students' attitudes so that they are motivated to learn speaking in an online class. This portrayal is depicted in the interview transcript:

“In online speaking, I feel several advantages, I feel more motivated to learning speaking in online class for example being more diligent in making English Speaking assignments or homework so that my vocabulary will increase. Usually when learning speaking offline, we only get vocabulary from conversations with friends, but in online speaking classes we are required to make assignments so that we are more creative in finding references from other sources such as the internet, YouTube, etc. so that we get more vocabulary.” (Resp.22)

“I always do the assignments given by the lecturers because I feel motivated while learning process and, before the lecturers give assignments, we are given examples first. The assignments given to be done at home are the same as the tasks that have been done during online speaking lessons. So, we understand better to do the task.” (Resp.5)

Respondent 22 & respondent 5 in the above transcript bring the daily context that they experience when they always do the assignments given by the lecturer.

2. Getting more creative to improve Speaking skills

Based on the results of the interview, the portrayal of positive attitude in the domain "Getting more creative to improve Speaking skills" is mapped in 2 figures as presented in table 4.5

Table 4.5

Portrayal of attitude	Parts of the portrayal
Getting more creative to improve Speaking skills	Make interesting videos
	Make a group speaking via WhatsApp

Based on table 4.5, The portrayal of attitude in the domain of "Getting more creative to improve Speaking skills" is to be more creative in finding sources or create something in speaking learning with online media such as make a education video or make a group speaking chat. This attitude description is revealed when the interview discourse talks about the attitude portrayal shown by students' so that they are more creatively in improving their speaking skills. This portrayal is depicted in the interview transcript:

“In online speaking class, we are required to make assignments such as making interesting videos to be more creative in doing assignments. I also become more creative because I look for assignments from other sources with gadgets and wide internet reach such as social media, Youtube, web, etc. so that we get more

vocabulary, pronunciation. We also created a special group chat for speaking English to improve our speaking skills.” (Resp.22)

“I became more creative in finding sources for learning to speak such as native speaker videos and making videos by representing the videos I had watched, so I innovated to find other references via the internet for materials I learned while learning to speak in online classes.” (Resp.28)

Respondent 22 & respondent 28 in the above transcript bring the daily context that they experience when they are given assignments online so that their range of knowledge is wider and makes them creative in improving their speaking skills.

3. Further enhance metacognitive abilities

Based on the results of the interview, the portrayal of positive attitude in the domain "Further enhance metacognitive abilities" is mapped in 5 figures as presented in table 4.6

Table 4.6

Portrayal of Attitude	Parts of the portrayal
Further enhance metacognitive abilities	Getting more improve speaking skills with gadgets
	Getting more watching native speaker videos on Youtube
	Getting more watch movies without subtitles
	Getting more practice speaking
	More self-control to learn independently

Based on table 4.6, The portrayal of attitude in the domain of “Further enhance metacognitive abilities” is to increase knowledge of cognition which is an action on the basis of an understanding including awareness and control of thinking or control of cognition. The depiction of positive attitudes is revealed when the interview discourse talks about how to describe students' attitudes in a positive way so that they learn or do things independently. This portrayal is depicted in the interview transcript:

“I have become more and more able to control myself to speak in front of friends even though it's only through the camera. I became more active, whether it was practicing speaking, answering questions at Google Meet and asking things I wanted to ask. I also became more creative in looking for speaking learning resources such as native speaker videos and innovating to find other references from the material being studied. After learning speaking in online classes, I became more and more likely to practice speaking with friends through gadgets.”(Resp, 28)

“I like online speaking classes so I can watch native videos more often. I also practice my speaking more often. When watching English films, I also started using English subtitles so that I could master the vocabulary more. With the sophistication of technology, especially gadgets, my friends and I are increasingly interested in learning

speaking or conversation through social media such as WhatsApp with voice note, video call, call or other social media such as facebook, instagram, etc. (Resp 2)

Respondent 28 & respondent 2 in the transcript above brought the daily context they experienced after learning in online speaking classes so that they could do something to improve their speaking skills independently without any pressure.

4. Show self-efficacy

The portrayal of positive attitude in the domain "Show self-efficacy" is mapped in 2 figures as presented in table 4.7.

Table 4.7

The Portrayal of Attitude	Parts of Portrayal
Show Self-efficacy	More confident to speak
	The Students are able to do the assignments given by the lecturer.

Based on table 4.7, The portrayal of attitude in the domain of "Show self-efficacy" is a high sense of belief that one can do something. The depiction of this positive attitude is revealed when the interview discourse talks about how to describe students' attitudes in a positive way so that they are confident in their ability to do something with success. This portrayal is depicted in the interview transcript:

"I'm usually shy to speak in front of a face-to-face class because I'm an introvert but in online speaking class, I became more confident to

...speak even behind the camera. So, when I make a mistake in speaking, in my online class I become the person who accepts suggestions to make improvements. I am also more enthusiastic about doing the assignments given in the online speaking class because the material presented earlier really helped me to do my assignments.” (Resp. 24)

“Online speaking class is more interesting because I'm shy to speak directly in front of people. I feel more free and brave to speak in front of the camera. If you learn to speak in person, you feel anxious, but studying online can make you more confident. I feel this online media is very helpful for learning speaking. Initially, I had doubts about whether learning speaking online would be successful or not because usually speaking you have to meet with friends for conversation and interact with the other person, but after doing it, it turned out that this online speaking class was fun.”(Resp. 22)

Respondents 24 & 22 respondents in the transcript above used the everyday contexts they experienced when learning to speak in online classes which showed their positive attitude by believing in their ability to speak in online classes and they can do the assigned tasks.

5. More preparation

Based on the results of the interview, the portrayal of the positive attitude in the domain of "more preparation" is preparing the outline of the

ideas about what will be discussed. This portrayal of this attitude is revealed when the interview discourse discusses how to portray students' attitudes positively so that they truly prepare the learning material before beginning the online speaking class lesson. This portrayal is depicted in the interview transcript:

“Before the lecture took place, I had prepared an arrangement of ideas that would be discussed so that I became more relaxed and relaxed in participating in online speaking classes. before being given a task, the lecturer also provides an arrangement of ideas, for example to make a proposal, the arrangement of ideas / mind mapping makes it easier for us to learn speaking in online classes”
(Resp.7)

Respondents 7 in the transcript above used the daily context that they experienced while learning to speak in online class they prepared materials/ideas before the lesson started.

Based on the explanation about the portrayal of students' attitude toward online speaking class above, it can be seen in the following table:

Interview Result

Table 4.8

No	Portrayals of Positive Attitude	Part of Portrayals on Students' Attitude
1	Getting more motivated in learning speaking online	<ul style="list-style-type: none"> • Getting more diligent in doing homework
2	Getting more creative to improve speaking skills	<ul style="list-style-type: none"> • Make interesting videos • Make a group speaking via WhatsApp

3	Further enhance metacognitive abilities	<ul style="list-style-type: none"> • Getting more improve speaking skills with gadgets • Getting more watching native speaker videos on Youtube • Getting more watch movies without subtitles • Getting more practice speaking • More self-control to learn independently
4	Show self-efficacy	<ul style="list-style-type: none"> • More confident to speak • The Students are able to do the assignments given by the lecturer.
5	More preparation	<ul style="list-style-type: none"> • Outline ideas before class begins.

Furthermore, The result of the portrayals/describing of students' negative attitude can be mentioned below:

1. Lack of motivation

According to the findings of the interview, the depiction of a negative attitude in the domain of "lack of motivation" is that students have low self-efficacy and feel incapable because learning will not result in a desired outcome, and doing tasks has no value.⁹⁵ Lack of motivation makes students rarely attend online classes and rarely do assignments. When the interviews discussed what students' negative attitudes depicted as a result of lack of motivation in speaking online, a picture of this attitude was revealed. This description is depicted in the interview transcript:

⁹⁵ Sri Gustiani, 'Students ' Motivation in Online Learning During Covid-19 Pandemic Era : A Case Study', *Holistics Journal*, 12.2 (2020), 23–40.

“I don't like online speaking classes so I rarely take online speaking classes. For example, when speaking subjects use zoom or google meet, I am often late for the zoom/google meet. signal is also an obstacle for me to take an online speaking class. When I was late for class because of signal problems, I was not allowed to attend class, so I felt lazy to attend lectures. I also ignored the assignments in the online speaking class because while studying online at home I was indeed required to be able to divide my time by studying and doing homework to help my mother. So, I can't take online classes.” (Resp 19)

Respondents 19 in the transcript above used the daily context that experienced while learning to speak in online which explains negative attitudes so that they have a lack of motivation in learning speaking online.

Based on the explanation above, it can be seen in the following table:

Interview Result

Table 4.9

No	Portrayals of Negative attitude	Part of Portrayal on Students' Attitude
1	Lack of motivation	Rarely attend online speaking class
		Rarely doing speaking homework

B. Research Discussion

To find out the students' attitude toward speaking online at English Study Program of IAIN Curup and the portrayals/describing of students' attitude toward speaking online at English Study Program of IAIN Curup, Researcher find some discussion based on the finding on the research field. They were following:

1. Students' Attitude toward speaking online at English Study Program of IAIN Curup

To find about students' attitude toward speaking online at English Study Program of IAIN Curup, the researcher spread questionnaire to all respondents by sharing link of google form. In this section the researcher discussed how is students' attitude toward speaking online at English Study Program of IAIN, Curup. it has done to spread the questionnaire to 53 students in six semester. The questionnaire contains 15 statements, item 1 until 5 were affective aspect and item 6 until 10 were cognitive aspect. Then, item 11 until 15 were behavior aspect.

Likert Scale divided the students' attitude into four categories. There are Strongly agree, Agree, Disagree, and Strongly Disagree. Those are categories will make a attitude agreement from students'. If they answer is Strongly agree or agree, it means the students give positive point of view about the online speaking class. Besides that, if they answer is disagree or Strongly disagree, it show that speaking online got negative attitude from students'. The result data

from questionnaire, it showed the percentage and then the category divide 2 categories, there are:

- a. 60%-100% = Positive
- b. 10%-50%= Negative

Based on the finding of students' attitude, the researcher found that majority of students are positive attitude that depend on 52 respondents with 98,11% percentage and 1 respondent is 1,89% choose negative. It means that, at this point the almost students agree that they like speaking online.

According to El-Farargy, It was discovered that, among the three components of the Theory of Planned Behavior, attitude had far more influence in predicting behavior intentions than either the subjective norm factor or perceived behavioral control.⁹⁶ When attitudes are more favorable, the subjective norm is positive, and there are less perceived behavioral restrictions, there will be a strong will to undertake the behavior. Furthermore, the degree to which the person has genuine control over his or her behavior will decide whether or not the person will carry out the purpose when the opportunity occurs.⁹⁷

It is the same with attitudes towards speaking online, if students have a positive attitude then there will be a willingness to carry out learning and

⁹⁶ Rajab Jumma Ahmed Ahlmali, 'Student Attitudes in the Context of the Curriculum in Libyan Education in Middle and High Schools', *PQDT - UK & Ireland*, 2007 <https://search.proquest.com/docview/301654853?accountid=13042%0Ahttp://oxfordsfx.hosted.exlibrisgroup.com/oxford?url_ver=Z39.88-2004&rft_val_fmt=info:ofi/fmt:kev:mtx:dissertation&genre=dissertations+%26+theses&sid=ProQ:ProQuest+Dissertations+%26+Theses%3A>.

⁹⁷ Icek Ajzen, 'Constructing a TpB Questionnaire: Conceptual and Methodological Considerations', *Huazhong Keji Daxue Xuebao (Ziran Kexue Ban)/Journal of Huazhong University of Science and Technology (Natural Science Edition)*, 35.SUPPL. 1 (2002), 1-14.

achieve the learning objectives. Finally, people are expected to follow out their goals when given a sufficient degree of actual control over their actions.⁹⁸

In research conducted by Dr.K. Nachimuthu at Periyar university India, He discovered that all of the students are enthusiastic about online learning. Due to the lack of face-to-face interactions, even introvert students were found to have good interaction. They are also very relaxed because they are seated in a very relaxing environment at home, with all of their study materials in hand. Both male and female student teachers' attitudes toward online learning are equal in this study, indicating their interest in the Covid-19 situation.⁹⁹

The research conducted by Sheffield at Dalhousie University's of Canada also supports online learning and positive attitudes of students and they conclude that online learning improves their subject retention.¹⁰⁰ Then, Students' attitudes toward online learning in undergraduate classes in the shifting education system due to pandemic feel less anxious three weeks later than before, according to Meiran's research; in other words, they have gradually become accustomed to online education.¹⁰¹

Another study of students' attitudes toward online learning at Makassar's Alauddin State Islamic University also found that students have a

⁹⁸ Icek Ajzen.

⁹⁹ K Nachimuthu and Head, 'Student Teacher'S Attitude Towards Online Learning During Covid-19', *International Journal of Advanced Science and Technology*, 29.6 (2020), 8745–49.

¹⁰⁰ and Aaron Panych Suzanne Le-May Sheffield, Jill Marie McSweeney, 'Exploring Future Teachers' Awareness, Competence, Confidence, and Attitudes Regarding Teaching Online: Incorporating Blended/Online Experience into the Teaching and Learning in Higher Education Course for Graduate Students', *Canadian Journal of Higher Education*, 45.3 (2015), 1–14 <<https://doi.org/10.47678/cjhe.v45i3.187551>>.

¹⁰¹ Rozina Afroz and others, 'Students' and Teachers' Attitude towards Online Classes during Covid-19 Pandemic: A Study on Three Bangladeshi Government Colleges', *International Journal of Research In Business and Social Science*, 10.3 (2021), 462–76 <<https://doi.org/10.20525/ijrbs.v10i3.1155>>.

positive attitude toward online learning. Students were found to be satisfied with the flexibility of online learning in this study. Students can attend lectures from their homes or anywhere with online learning because they are not bound by time or location. In online learning, students felt more at ease expressing their thoughts and questions.¹⁰²

The above research supports the research conducted in this study at the English Study Program of Iain Curup that also showed a positive attitude towards online learning because students were more confident and ready when studying behind the camera because there were many students who felt introverted. So, even though the subjects studied were different, online learning did prove to be interesting and the students responded positively.

In addition, there are also several studies that show that students can have a negative attitude towards online learning for several reasons. According to Govindasamy, low computer skills, technological anxiety, and computer hardware problems, as well as poor study skills, low motivation, and an inability to work independently, were all identified as factors in students' negative attitudes toward online learning.¹⁰³

In a study conducted by Male et,al about the attitude of undergraduate students toward online learning during the covid-19 pandemic, it shows that the students tend to be bored learning from home. A number of the students prefer to

¹⁰² Nunung Rahmatullah, 'SURVEY OF STUDENTS' ATTITUDE TOWARD ONLINE LEARNING AT ALAUDDIN STATE ISLAMIC UNIVERSITY OF MAKASSAR', *International Conference on English Language Education (ICONELE)*, 2020, 299–309.

¹⁰³ Thavamalar Govindasamy, 'Successful Implementation of E-Learning Pedagogical Considerations', *Internet and Higher Education*, 4.3–4 (2001), 287–99 <[https://doi.org/10.1016/S1096-7516\(01\)00071-9](https://doi.org/10.1016/S1096-7516(01)00071-9)>.

have conventional teaching and learning activities.¹⁰⁴ Obaid also revealed that students in Pakistan's Peshawar District had a negative attitude toward online learning. Slow and limited internet access, combined with students' lack of understanding of online learning, results in a negative attitude toward online learning among students, according to the study.¹⁰⁵

The research above also supports this research which shows that although the subjects studied are different, there are negative attitudes that students show towards online learning so that students become less interested in online learning.

2. The Portrayals/Describing of Students attitude toward speaking online at English Study Program of IAIN Curup.

The researcher used an interview to learn more about the answer to the second research question. Based on the finding as mention above, the researcher concluded that the portrayals of students' attitude toward speaking online at English study program of IAIN Curup were divided into two, namely positive attitudes and negative attitudes. The first the portrayals of positive attitude were getting more motivated in learning speaking online, getting more creative to improve speaking skills, getting more improves metacognitive ability, Students' show self-efficacy, more preparation. the second is the portrayals of negative attitude was lack of motivation.

¹⁰⁴ Hendrikus Male and others, 'Atittude of Undergraduate Student'S Towards Online Learning During Covid-19 Pandemic', *Palarch's Journal of Archaeology of Egypt / Egyptology*, 17.4 (2020), 1628–37.

¹⁰⁵ Obaid Ullah, 'Students ' Attitude towards Online Learning at Tertiary Level', *PUTAJ – Humanities and Social Sciences*, 25.November (2017), 63–82 <https://www.academia.edu/35679975/Students_Attitude_towards_Online_Learning_at_Tertiary_Level>.

The first portrayal of positive attitude was getting more motivated in learning speaking online based on the data collected and analyzed by the researcher there was four students'. It means that the students' which was as the subject of this research have this attitude. Motivation is an important aspect in language learning. Motivation is something that can make someone be willing to do something whether it comes from outsider or inside of the person. Anjomshoa asserted that intrinsic motivation comes from inside of a person and the desire to take an action is self-initiating and self-regulating, so it has no reward except the activity itself. Meanwhile, extrinsic motivation comes from outside of a person and the desire to take an action is based on rewards from outside source.¹⁰⁶

In the speaking online, the students of the English study program show extrinsic motivation, where they are diligent in doing the assignments given by the lecturer in order to get good grades. Students also become more confident and brave to speak in online class. According to Ebata, motivation develops self-confidence in second language (L2) communicators, resulting in successful L2 communicators. Learners will find it easier to strive toward their objectives if they have confidence.¹⁰⁷ This is why language learners must remain motivated at all times. Some students are motivated when studying in online speaking classes because of the various processes and support from the lecturers so that they are diligent in making the assignments given by the speaking

¹⁰⁶ Judy Wagner-Gough and Evelyn Hatch, 'The Importance of Input Data in Second Language Acquisition Studies', *Language Learning*, 25.2 (1975), 297–308 <<https://doi.org/10.1111/j.1467-1770.1975.tb00248.x>>.

¹⁰⁷ Naghmeh Babae, 'Motivation in Learning English as a Second Language: A Literature Review', *Canadian Journal for New Scholars in Education*, 4.1 (2012), 32.

lecturer. Learners, it is assumed, require teacher support in the form of a range of tasks and positive feedback in online learning to keep them motivated.¹⁰⁸

Regarding online learning, the research was conducted by Abramenska at Grand Valley University of America about study on students' motivation and barrier to online education said Some students wanted to take more online classes because they thought it would be an interesting experience and flexible.¹⁰⁹ This is also in line with Isaksen study that receiving continuous feedback in face to face learning affects students' motivation. Even though this is an online course, the outcome is the same: students felt satisfied, which may motivate them to continue learning.¹¹⁰ So, although the subjects studied are different, this research is indeed proven to increase student motivation in online learning.

Getting more creative to improve speaking skills was the second students' portrayals of positive attitude toward speaking online. According to Timothy, online learning can make students more creative by helping them acquire domain-relevant skills and processes relevant to creativity.¹¹¹ Creativity and innovative skills are important skills for learners in the 21st century, as Albert Einstein said, "Imagination is more important than knowledge".

¹⁰⁸ Mely Octania, 'Students' Motivation in Doing Online Learning - CORE Reader.Pdf', 2017.

¹⁰⁹ Vladimir Abramenska, 'Students' Motivations and Barriers to Online Education', *Masters Theses*, 7 (2015), 776 <<http://scholarworks.gvsu.edu/theses/776>>.

¹¹⁰ Octania.

¹¹¹ Timothy Corfman and Dennis Beck, 'Case Study of Creativity in Asynchronous Online Discussions', *International Journal of Educational Technology in Higher Education*, 16.1 (2019) <<https://doi.org/10.1186/s41239-019-0150-5>>.

In this study, researchers found that students of the English study program of IAIN Curup said that they were more creative when learning speaking online. One example is making interesting videos for learning speaking and sharing them on social media, making a group chat in speaking English via WhatsApp so that there are many things they can do to improve their speaking skills. In a study conducted by Sari at Madya 1 LB-LIA Jambi, including vlogs on the Youtube channel in teaching helped increase their motivation and self-confidence. Bringing technology into the teaching and learning process is now proving to be one of the most effective ways to improve student achievement in general with significant results.¹¹²

This research is supported by research conducted by Siti Umasitah regarding improving efl learner speaking ability by using digital series pictures which is part of online learning. According to her, the activity increased the students' creativity in operating and creating the product through the use of technology. Learning activities on the internet This study aims to improve students' knowledge of how to use technology, particularly the camera, as well as their creativity in creating interesting series pictures to present. Today's gadget or cellular phone technology is booming, and no one can be separated by such media; the features provided in the gadget allow students to learn more than they need to know.¹¹³

¹¹² Paramita Sari, 'Using Vlog in the Youtube Channel as a Means To Improve Students' Motivation And Confidence to Speak English in Intermediate 1 Level of LB-LIA Jambi', *International Journal of Language Teaching and Education*, 1.1 (2018), 38–44 <<https://doi.org/10.22437/ijolte.v1i1.4596>>.

¹¹³ Siti Umasitah, 'IMPROVING EFL LEARNER SPEAKING ABILITY BY USING DIGITAL SERIES PICTURES', *The 61 TEFLIN International Conference, UNS*, 2014, 992–94.

So, based on the statement above, this research related to online speaking classes has been proven to increase students' creativity in improving their speaking skills.

Further enhance metacognitive abilities was the next portrayal of students' attitude toward online speaking class at English study program of IAIN Curup. Metacognition is defined as “thinking about thinking”.¹¹⁴ and therefore falls into the category of higher-order thinking. Simple activities, such as planning how to approach a learning task, monitoring one's own understanding of a subject, or evaluating the progress of task completion are all essentially metacognitive operations. Metacognition is also related to the regulation of the sequential processes used for controlling cognitive activities and ensuring that cognitive goals are reached. metacognitive skills such as self-awareness, self-evaluation, self monitoring, self-control and time management.¹¹⁵

In this study, students of the English study program of IAIN Curup improved their metacognitive abilities in speaking online. According to Mely, Online learning not only helps teachers in teaching the materials in modern and various creative ways, but also helps students to do self-directed learning.¹¹⁶ For example watching native speaker videos on Youtube. According to Meinawati

¹¹⁴ Jennifer A. Livingston, 'Metacognition: An Overview', *Psychology*, 13 (1997), 259–266 <<http://gse.buffalo.edu/fas/shuell/CEP564/Metacog.htm>>.

¹¹⁵ Tsai Meng-Jung, 'The Model of Strategic E-Learning: Understanding and Evaluating Student e- Learning from Metacognitive Perspectives', *Educational Technology & Society*, 12.1 (2009), 34–48 <https://www.researchgate.net/publication/220374300_The_Model_of_Strategic_e-Learning_Understanding_and_Evaluating_Student_e-Learning_from_Metacognitive_Perspectives>.

¹¹⁶ Octania.

Youtube is effective to teach speaking class during pandemic Covid-19.¹¹⁷ So, students behave in this way because they realize that watching YouTube can improve their speaking skills. In addition, students are also more able to control themselves to study independently. It could be seen from the interview result.

This finding is also supported by research conducted by Soliman in The British University in Egypt, Cairo which says that Students must be able to learn independently through online by utilizing modern technology without meeting teachers directly.¹¹⁸ Kuo stated that online learning is more student-centered which causes them to be able to bring up responsibility and autonomy in learning (learning autonomy).¹¹⁹ In a study conducted by Teguh Ariebowo in Indonesia, it was also stated that online learning showed how autonomous they were as English learners.¹²⁰ Another research that supports the statement is the research of Rakhmanina state that it can be notified that online learning such as Videoblogging is recommended in speaking classes. This strategy helps the students to improve their communication skills, disciplinary, social interaction, learning awareness, and motivation.¹²¹

From the statement above, based on the research that the researcher did at IAIN Curup, even though the research location was different and the

¹¹⁷ Nurmala Dewi Euis Meinawati, Nazzala Aulia Rahmah, Danang Dwi Harmoko, 'Increasing English Speaking Skills Through Youtube', *POLYGLOT: Jurnal Ilmiah*, 16.1 (2020), 1–13.

¹¹⁸ Nagwa A. Soliman, 'Using E-Learning to Develop EFL Students' Language Skills and Activate Their Independent Learning', *Creative Education*, 05.10 (2014), 752–57

¹¹⁹ Rahmatullah.

¹²⁰ Teguh Ariebowo, 'Autonomous Learning during COVID-19 Pandemic: Students' Objectives and Preferences', *Journal of Foreign Language Teaching and Learning*, 6.1 (2021), 56–77 <<https://doi.org/10.18196/ftl.v6i1.10079>>.

¹²¹ Lisa Rakhmanina and Dian Kusumaningrum, 'The Effectiveness of Video Blogging in Teaching Speaking Viewed From Students' Learning Motivation', *Proceedings of ISELT FBS Universitas Negeri Padang*, 5.0 (2017), 2017

subjects studied were different, the speaking online proved to further enhance metacognitive abilities.

Show self-efficacy was the fourth portrayal of students positive attitude toward speaking online at English study program of IAIN Curup. Bandura state that self-efficacy is a person's belief in his ability to organize and carry out a series of actions needed to produce the results to be achieved.¹²² In research finding, it has been explained that students show self-efficacy in online speaking classes such as being more confident and students can also do the assignments given by the lecturer. According to, Bandura, In numerous studies of learning motivation, self-efficacy (sense of confidence and competency toward a task) have been identified as significant predictors of student motivation.¹²³

Research that supports self-efficacy as an attitude in online classes is found in the study of Joo et al, who said that have reported that technology self-efficacy is positively correlated with online learning performance.¹²⁴ This finding is consist with Gebhard and Nagamine's study on online language learning. The researchers emphasized that online language learning helps improve linguistic proficiency and subsequently, increases self-confidence among learners.¹²⁵ From this point of view, students with positive self-efficacy

¹²² Cheng Yuan Lee, 'Changes in Self-Efficacy and Task Value in Online Learning', *Distance Education*, 36.1 (2015), 59–79

¹²³ Lee.

¹²⁴ Young-ju Joo, 'Self-Efficacy for Self-Regulated Learning , Academic Self-Efficacy , and Internet Self-Efficacy in Web-Based Instruction', 48.2 (2000), 5–17.

¹²⁵ Jerry G. Gebhard and Toshinobu Nagamine, 'A Mutual Learning Experience: Collaborative Journaling between a Nonnative-Speaker Intern and Native- Speaker Cooperating-Teacher', *Asian EFL Journal*, 7.2 (2005).

toward learning in online courses are usually more motivated and perform better in these courses.

So, this form of positive self-efficacy attitude must always be present in online speaking classes in order to achieve learning goals. Based on the research above, it can be proven that online learning can show self-efficacy.

The fifth portrayal of students attitude toward speaking online at English study program of IAIN Curup is more preparation. Students prepare ideas that will be conveyed before online learning takes place. According to Kuo, Learning online requires students to prepare their own learning, evaluate, organize and simultaneously maintain motivation in learning.¹²⁶ To reduce anxiety, students make an outline of the ideas that will be discussed so that it is easier to talk even behind the camera. Based on this statement researcher conclude that Although the subjects studied were different, it can be proven that online speaking classes make students better prepare themselves before studying.

Negative attitude is an attitude that emphasizes the subject's flaws in order to dismiss it and weaken its positive attitude. Some students were unmotivated to learn because of online learning, while others were highly motivated.¹²⁷ The last portrayal of students' negative attitude toward speaking online is lack of interest. Cahyani in their study reported that External factors such as the learning environment, learning time, and instrumental supports had a significant impact on students who lacked motivation, affecting their

¹²⁶ Rahmatullah.

¹²⁷ Rahmatullah.

achievement.¹²⁸ Many parents assumed that because online learning was done at home, they could still ask their children for help with household chores while they were online learning. Frustration was also caused by poor internet connections and gadgets used to access distance learning. They have low self-efficacy and believe they are incapable of learning because there will be no desired outcome and completing tasks will be of no use to them.¹²⁹

Smith's research shows a negative attitude towards online learning. He said that low computer skills, technological anxiety, and computer hardware problems, as well as poor study skills, low motivation, and an inability to work independently, were all identified as factors in students' negative attitudes toward online learning..¹³⁰ So, although different places and research subjects, online learning has also been shown to make some feel lack of motivation.

¹²⁸ Adhetya Cahyani, Iin Diah Listiana, and Sari Puteri Deta Larasati, 'Motivasi Belajar Siswa SMA Pada Pembelajaran Daring Di Masa Pandemi Covid-19', *IQ (Ilmu Al-Qur'an): Jurnal Pendidikan Islam*, 3.01 (2020), 123–40

¹²⁹ Maggie Hartnett, *Motivation in Online Education*, 2016.

¹³⁰ Obaid Ullah, 'Students ' Attitude towards Online Learning at Tertiary Level', *PUTAJ – Humanities and Social Sciences*, 25.November (2017), 63–82

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusion and recommendations as the final part of this research come after analyzing and interpreting the data obtained in the previous chapter. The conclusion below is the answer to this research's research question, whereas the suggestion is intended to provide information to researchers who are interested in conducting additional research in this area.

A. Conclusion

Based on the result and discussion in chapter IV before, the researcher took some conclusion. The first, the students' at English study program of IAIN Curup have the attitude toward speaking online. Most of students' attitude are positive toward speaking online although there is a small percentage who are negative for some reason. The positive attitude shown by 52 students' in six semester.

Furthermore the portrayals/describing of English Students' attitude toward speaking online are Students' getting more motivated in learning speaking online so they are diligent in doing homework, second is getting more creative to improve speaking skills so they make a videos or group chat to improve their speaking skill, third is further enhance metacognitive abilities so they are doing independent learning (autonomy learning) like watching native speaker video on youtube, watching movies without subtitles to improve their speaking skill. Fourth is show self-efficacy so they

feel self-confidence to speak in online class and also confident to do assignment from the lecturer. The last one is more preparation so they outline the idea before start the lesson. Meanwhile, the negative attitude shown by 1 student' in six semester that is lack of motivation so it makes students' rarely attend in speaking online and also rarely in doing task/homework.

B. Suggestion

Finally, the suggestion comes for better future. The suggestion is specifically proposed as below:

1. The college

This research can be a reference for lecturers to find out the attitudes shown by students when learning speaking online in order to help lecturers prioritize the right learning methods in speaking online at the English study program of IAIN Curup.

2. The lecturer

Speaking lecturer in the English study program at IAIN Curup must know the students' attitudes towards speaking online because attitudes determine students' learning success. lecturers must provide the best method and provide full support so that students are positive about speaking online.

3. The researcher

For further researcher, the researcher suggests to conduct a research related to speaking online with different areas and different

kind of research during the covid-19 pandemic. Furthermore, the researcher hopes this research can be better and could become motivated to other researcher to investigate this research deeply.

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APPENDIXES

Questionnaire of Attitude

Indicators of attitude	Indicators of speaking	Items	Judgments			
			SD	D	A	SA
Affective (Preference, Interest, Motivation)	Pronunciation	I prefer to learn English speaking in online class because it provides a big chance for me to improve my pronunciation.				
	Vocabulary	I like online speaking class because it trains the improvement of my vocabularies for speaking				
	Grammar	I am interested in online speaking class because it helps me improve my grammar for speaking.				
	Fluency	I am motivated to learn in online speaking class due to its effectiveness in improving my fluency.				
	Comprehension	I am motivated to learn in online speaking class because it sets two-way communication practices which improve my comprehension				
Cognitive (belief; perspective; opinion)	Pronunciation	I believe that online speaking class enables students to engage in more practices of English pronunciation.				
	Vocabulary	I perceive that English speaking practices established in online speaking class enable students to get feedback on vocabulary improvement				

	Grammar	In my perception, English communication activities built up in online speaking class can increase students' grammatical accuracy.				
	Fluency	As far as I am concerned, the flexibility and fast-response English communication in online speaking class positively train students' fluency.				
	Comprehension	In my perspective, the ease of two-way English communication systems established in online speaking class naturally train students to comprehend English utterances of one another.				
Behavior (Experience, Future Tendency)	Pronunciation	I got a good improvement in English pronunciation due to online speaking class in the previous semester. I will take part actively in future's online speaking class to get a chance to maintain my English pronunciation quality.				
	Vocabulary	I got a good improvement in English vocabulary due to online speaking class in the previous semester. I will not skip even just one meeting of next online speaking class for the sake of persistently increase my English vocabulary size and understanding.				
	Grammar	Online speaking class that I took in the last semester gave me adequate grammatical competencies				

		for English communication. I will consistently take online speaking class so that I can be much better at English grammatical accuracy.				
	Fluency	Online speaking class in the previous semester had built up interactive practices of English speaking so that I became fluency enough in English speaking. I will consistently pursue the betterment of my English speaking fluency by joining future's online speaking classes.				
	Comprehension	Online speaking class in the last semester successfully taught interactive English communication so that I could comprehend people's English utterances better. I want to easily comprehend English utterances with complex discourses by joining future's online speaking classes.				

Interviews Transcript

Students' 1

1. Researcher : How much do you like online speaking class??

Respondent: I like online speaking class 70-80%

2. Researcher: What are certain things that motivate you so that you like online speaking class?

Respondent: In online speaking, there are several advantages, for example being more active in looking for English assignments and increasing vocabulary.

3. Researcher: Why do you like online speaking class?

Respondent: Online speaking class is more interesting because I am shy to speak directly in front of many people and more flexible and brave to speak in front of the camera.

4. Researcher: How is the portrayals of learning process so that you are interested in the online speaking class?

Respondent : If you learn to speak directly, you feel anxious, when you study online you can be more confident. I feel this online media is very helpful for learning speaking.

5. Researcher: How well do you understand speaking lessons in online speaking class?

Respondent: I try to understand well the speaking material in online class.

6. Researcher: What are certain things that make you think that online speaking classes can improve your speaking skills?

Respondent: I am sure that I can improve my speaking skills in online classes because in every learning meeting I am given an assignment to practice speaking, for example making video assignments, watching videos that can improve my speaking skills.

7. Researcher: Why do you believe that online speaking class can improve your speaking skills?

Respondent: I feel the vocabulary is increasing because we watch native videos and get used to the new vocabulary.

8. Researcher: How is the portrayal of the learning process in the online speaking class so that you understand the lessons in the online speaking class?

Respondent: -

9. Researcher: What are certain things that make you predict that in the future you will be able to master speaking more quickly in online speaking class?

Respondent: In my personal opinion, I prefer to talk in front of the camera and use gadgets/technology to improve my speaking skills.

10. Researcher: Why do you predict that in the future you will master speaking faster in online speaking class?

Respondent: -

11. Researcher: How is the portrayal of the learning process in the online speaking class so that you predict that the online speaking class can improve your speaking skills?

Respondent: -

12. Researcher : what do you do to describe your positive attitude?

Respondent : I have a positive attitude towards online speaking classes so that I watch native speaker videos more often, English education, watch news from outside, so I often follow external program channels. I prefer to watch movies without subtitles, so I often practice speaking alone or with friends via WhatsApp, etc. So more and more confident speaking English on some videos made for online kkn.

Students' 2

1. Researcher: How much do you like online speaking class??

Respondent: I really like online speaking class, I will rate between 70-80%

2. Researcher: What are certain things that motivate you so that you like online speaking class?

Respondent: I became more motivated to develop public speaking skills in online classes because I felt more confident when speaking in front of the camera.

3. Researcher: Why do you like online speaking class?

Respondent: because I can control myself more and more to speak in front of friends even though it's only through the camera.

4. Researcher: How is the portrayals of learning process so that you are interested in the online speaking class?

Respondent : When learning speaking in online classes, I became more active, whether it was practicing speaking, answering questions at google meet and asking things I wanted to ask.

5. Researcher: How well do you understand speaking lessons in online speaking class?

Respondent: 60%

6. Researcher: What are certain things that make you think that online speaking classes can improve your speaking skills?

Respondent: I also became more creative in looking for speaking learning resources such as native speaker videos and innovating to find other references from the material being studied.

7. Researcher: Why do you believe that online speaking class can improve your speaking skills?

Respondent: because while learning speaking in online classes, I increasingly have the will to improve my speaking skills.

8. Researcher: How is the portrayal of the learning process in the online speaking class so that you understand the lessons in the online speaking class?

Respondent:-

9. Researcher: What are certain things that make you predict that in the future you will be able to master speaking more quickly in online speaking class?

Respondent: -

10. Researcher: Why do you predict that in the future you will master speaking faster in online speaking class?

Respondent: -

11. Researcher: How is the portrayal of the learning process in the online speaking class so that you predict that the online speaking class can improve your speaking skills?

Respondent: -

12. Researcher : what do you do to describe your positive attitude?

Respondent : After learning speaking in online classes, I became more and more frequent in practicing speaking with friends through gadgets.

Students' 3

1. Researcher: How much do you like online speaking class??

Respondent: I like online speaking class in rate 70-80%

2. Researcher: What are certain things that motivate you so that you like online speaking class?

Respondent: With the sophistication of technology, especially gadgets, my friends and I are increasingly interested in learning speaking or conversation through social media such as wa with vn, vc, call or other social media such as fb, ig, etc.

3. Researcher: Why do you like online speaking class?

Respondent: because I am a shy person to speak in public, online speaking classes make me more confident

4. Researcher: How is the portrayals of learning process so that you are interested in the online speaking class?

Respondent: During the learning process I felt relaxed and relaxed so I became more active in speaking, asking questions, criticizing, or answering questions. I'm also getting bolder to express ideas

5. Researcher: How well do you understand speaking lessons in online speaking class?

Respondent: I quite understand the material in the speaking class so that I can do the assignments given by the lecturer

6. Researcher: What are certain things that make you think that online speaking classes can improve your speaking skills?

Respondent: During online classes, I practice my speaking more and more.

7. Researcher: Why do you believe that online speaking class can improve your speaking skills?

Respondent: because When we were given an assignment, we were given tips before making the speaking assignment so that we could be more creative in doing my assignment.

8. Researcher: How is the portrayal of the learning process in the online speaking class so that you understand the lessons in the online speaking class?

Respondent: Researcher: What are certain things that make you predict that in the future you will be able to master speaking more quickly in online speaking class?

Respondent: -

9. Researcher: Why do you predict that in the future you will master speaking faster in online speaking class?

Respondent: because when watching English movie I started using English subtitles so that I could master the vocabulary more

10. Researcher: How is the portrayal of the learning process in the online speaking class so that you predict that the online speaking class can improve your speaking skills?

Respondent: -

11. Researcher : what do you do to describe your positive attitude?

Respondent: while learning speaking in online classes, I became more confident to speak in class/in front of the camera. When watching English movie, I also start using English subtitles. I watch native videos more and more to improve my speaking skills. I am more active to express ideas/opinions

Students' 4

1. Researcher: How much do you like online speaking class??

Respondent: I don't like online speaking class.

2. Researcher: What are certain things that make you unlike online speaking class?

Respondent: limited time and unfavorable circumstances

3. Researcher: why don't you like online speaking class?

Respondent: because the learning time often uses zoom/google meet even though I don't have time to take classes with online media due to circumstances and time constraints.

4. Researcher: How is the portrayals of learning process so that you are not interested in the online speaking class?

Respondent: When speaking courses using zoom or google meet, I am often late for the zoom/google meet. So, when I was late for class, the lecturer did not accept the request to enter the media and I became lazy to take the online speaking class.

5. Researcher: How well do you understand speaking lessons in online speaking class?

Respondent: I don't understand the material in online speaking class

6. Researcher: What are certain things that make you think that online speaking classes cannot improve your speaking skills?

Respondent: my absence and lack of motivation in learning in online speaking class.

7. Researcher: Why do you believe that online speaking class cannot improve your speaking skills?

Respondent: because I rarely attend class

8. Researcher: How is the portrayal of the learning process in the online speaking class so that you understand the lessons in the online speaking class?

Respondent:-

9. Researcher: What are certain things that make you predict that in the future you will be able to master speaking more quickly in online speaking class?

Respondent:-

10. Researcher: Why do you predict that in the future you will master speaking faster in online speaking class?

Respondent:-

11. Researcher: How is the portrayal of the learning process in the online speaking class so that you predict that the online speaking class can improve your speaking skills?

Respondent:-

12. Researcher : what do you do to describe your positive attitude?

Respondent: I ignored the online speaking class because while studying online at home I was indeed required to be able to divide my time by studying and holding house. So, I can't take online classes. I rarely take online speaking classes and rarely make assignments given by the lecturer