STUDENTS' PERCEPTION TOWARD ONLINE SPEAKING CLASS IN PANDEMIC ERA

(A case study at 6th Semester Students of English study program)

THESIS

This thesis is submitted to fulfill the requirement for "Sarjana" degree in English study program.

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ENGLISH TADRIS STUDY PROGRAM
FACULTY OF TARBIYAH
STATE ISLAMIC INSTITUTE OF CURUP
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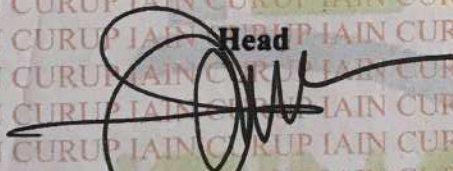
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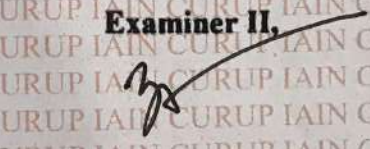
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Assalamu'alaikum Wr.Wb

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat bahwa skripsi atas nama **Dwi Septiana Putri (18551021)** mahasiswa IAIN Curup Prodi Tadris Bahasa Inggris, yang berjudul **"Students' Perception Toward Online Speaking Class in Pandemic" (case study six semester students' English education program in academic year 2019)** sudah dapat diajukan dalam sidang munaqasah Institut Agama Islam Negeri (IAIN) Curup.
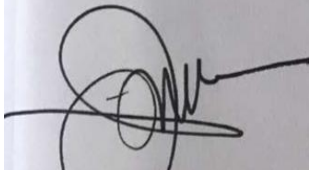
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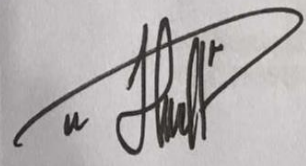
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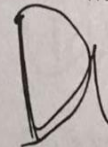
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State that the thesis is entitled **Students Perception Toward Online Speaking class in pandemic (a case study six semester students' English education program in academic year 2019)**. This statement is made truly, if in the next day there any mistake the writer ready to accept the punishment or other criticism from IAIN suitable with its regulation.

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PREFACE
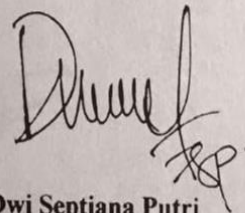
All praises to Allah SWT that the writer had finally finished writing her thesis entitled **Students Perception toward Online Speaking class in pandemic (a case study six semester students' English education program in academic year 2019).**

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realize that this thesis is far being perfect, therefore the writer 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, June 2022

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Assalamu'alikum Wr.Wb

In the name of Allah SWT, the beneficent, the merciful. All praises be to Allah, the lord of the worlds who has given his mercy and blessing upon the writer in completing this thesis. Peace and situation always be upon the propylite Muhammad Shallahu'alaihi wa sallam, his family, his relatives and his faithful followers.

However, the researcher will not be able to finish this thesis well without the help, guidance, and support of others. Therefore, she would like to express my appreciation to all of them, especially to:

1. Prof. Dr. Idi Warsah, M.Pd.I, as the rector of IAIN Curup for his direction and permission of conducting this thesis.

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providing time, corrections, suggestions and support in completing this final project with good results.

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Finally, the writer needs construction suggestion for being perfect in the future. 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 give them the best reward. Aamiin

Curup, July 2022

Writer

Dwi Septiana Putri
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- *"The Journey of a Thousand Miles Begins With One Lit Step"*

- *"Struggle that you do today is the single way to build a better future "*

- *"Your biggest weakness is when you give up and your greatest power is when you try one more time"*

Nikmatin dulu pahit – pahitnya kamu bukan hancur, kamu sedang berproses. This will make you proud of yourself

_ Dwisptnn

DEDICATION

The thesis dedicates to:

- ❖ My dearest and beloved family who always support, my father and mother who always supports me in all conditions, and always strengthens me when I give up, I want to always make you proud. I dedicate this thesis to my father and mother .

- ❖ My beloved sister Faadiyah Muhni and my beloved brother Albhara Putra Abdi this thesis I dedicate to you. so that you are proud to have a sister like me.

- ❖ Mr. Sarwo Edy M.Pd, as my advisor in writing this thesis, by providing time, corrections, suggestions and support in completing this final project with good results.

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- ❖ All lecturers of the department of English education. They have taught and educated the writer during her study at IAIN Curup.

- ❖ My future husband, this thesis I dedicate to prepare myself for you, because I'm not a perfect human and I need you to perfect my life.

- ❖ Garlian Pratama Saputra thank you for always encouraging me, who always listens to my complaints,. And always beside me.

ABSTRACT

Dwi Septiana Putri, 2022   **Students' Perception Toward Online Speaking class in pandemic (A Case Study Six Semester tudents' English Tadris Study Program in Academic Year 2019)**

Advisor   **: Sarwo Edy, M.Pd**

Co-advisor   **: Henny Septia Utami, M.Pd**

All educational institution during pandemic era move to online learning to prevent the spread of this virus. All students and lectures of the institution have no other option. They must use some of online application to continue the teaching and learning process. This research was conducted to know about Students Perception toward Online Speaking Class in Pandemic at English study program in IAIN Curup. This research used quantitative design. The data were collected using questionnaire that were distributed to 61 students of six semester English study program in academic year 2019. The questionnaire consists of 4 indicators which are derived from the theory of Ur penny about the characteristic of successful speaking class and 16 items of question that will be answered by the respondent, this type of question is a closed ended questionnaire. This result showed that online speaking class has negative perception from students. The averages of students have negative perception of the four indicators. It means that online speaking class does not make learner talks a lot in learning, students participation is not even, students motivation is not high, and online speaking class did not make students' easier to understand the language.

Keywords: online learning, speaking, COVID-19

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CHAPTER I

INTRODUCTION

A. Background Of Study

One of the language skills is speaking skill. Speaking is the main skill used in human daily life. In this era the people are forced to be mastery in English to support their development. Speaking skills is the one of the essential skills that should be master by students. Speaking skill is essential to the students' ability to participate effectively in the workplace and community. According to Brown Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.[1] From the definition above, it can be interpreted that speaking is a process of receiving and giving information. Usually in speaking activities there is a participant consist of at least two people so that process of receiving and giving information can be carried out.

Nunan suggested that in speaking classroom, learners should be given the maximum number of opportunities possible to practice the target language in meaningful contexts and situation. The more they practice the target language that they learn, the easier they can acquire the language.[2] From the definition above, in speaking class, direct practice is prioritized over material. Practice is the best way to improve speaking skills. Speaking skills is very important for academic purpose. Many educational institutions begin to employ English

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[1] Brown, H. Douglas. (2001). *Teaching by Principles: An Interactive to Language Pedagogy*. San Francisco: Addison Wesley Longman.

[2] Nunan, David. (2003). *Practical English language teaching*. New york : Mc Graw - Hills

as their means of communication to present or to discuss any subject especially English subject. It can be seen that speaking skills is important to be applied in this area.

Teaching speaking is one is one of the important things in the process teaching and learning. Teaching speaking is started at teaching the students how to speak in English as their foreign language, for the ask them to be able to pronounce to the new language accurately. The goal of teaching speaking should improve students' communicative skills. It means that students can express themselves and learn how to follow social and culture rules appropriate in each communicative circumstances. Students are expected to be able to produce the language they learn. In teaching speaking, it cannot be separated from grammar, vocabulary and pronunciation. There are some aspects of speaking skill are pronunciation, grammar, vocabulary, fluency, comprehension, and interactive communication. This aspect must be known by students so that they can learn to speak well and master the aspect in speaking skills, and can make it easier for students to learn speaking both face-to-face learning and online learning.

Pandemic era of COVID-19 currently occurring in Indonesia has an impact on education, Especially in IAIN CURUP. During the pandemic era of COVID-19, all of teaching and learning process has been delivered online process. Because of COVID-19, The Rector declared that all of activity in IAIN CURUP is online based. According to the decree of Rector Number 0427/In.,34/R/PP.00.9/03/2020 All lecturing activities in academic year

2019/2020 at IAIN CURUP would be conducted in non- interface or online system. So that, for all the lecturers could choose online learning model which is available in Play store such as Google Meet, Skype, Zoom, and another application which could be used based on each condition. Based on the decree, English study program conducted learning process in online.

Online learning is a teaching and learning process that utilizes an internet connection and learning platforms. Ade Kusuma cited in La Ode Anhusadar thesis that online learning is a learning process that utilizes an information technology, in this case utilizing the internet as a method of information delivery, interaction, and facilitation.[3] To continue the teaching and learning process during this pandemic COVID-19, many online platforms that can be used such as zoom, google classroom, google meet and etc. In this research the researcher gave focus on speaking major, in that speaking major the class has been delivered in online class. As we know, in speaking class learning process has many interactive ways to teach, such a direct speaking, but speaking is delivered in online method during the pandemic, so how will the practice of speaking be done directly.

From interviewed with some students in six semesters in academic year 2019/2020, in third semester they have learnt about speaking for group activities. But in this condition all teaching and learning process has been delivered in online class, almost all of them said that online class is less

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[3] Anhusadar, La Ode. (2020). *Persepsi Mahasiswa PIAUD terhadap Kuliah Online di Masa Pandemi Covid 19*, 3(1), 44-58.

effective which is taught more material then practice of speaking. During online class, the learning process is done by zoom meeting which is used to explain the material and delivered by the lecturer, at that time students don't get many opportunities to practice speaking directly, and also practice in speaking class are only done by making videos and collected the video at the end of the semester and there is no direct interaction with other students. And also during online class there is an obstacle that such as problem with signals that it can hinder the learning process. So that they have a difficulty in learning about speaking for group activities, as we known that the subject of speaking for group activities require to discuss and speak in groups, but in the current condition this cannot be done because they do not meet each other. They only meet through online platforms and cannot carry out discussions and speak directly in group optimally.

Based on the decree and the application of online speaking class in English study program the researcher seeks to the student's perception in speaking online class during the pandemic era. According to Jacob et all perception is as one of the most important elements underpinning effective teaching and learning process.[4] From the definition above we know that perception is very important and needed for teaching and learning process. This students' perception will be a reference for improving learning that will be carried out by lecturers for better online speaking class in the future. Therefore, it is

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[4] Iskandar, *students' perception on the use of facebook as a discussion group in helping student express ideas through written form*,7

important to conduct the research entitled, "Students Perception toward Online Speaking Class in Pandemic ''.

B. Research Question

Researchers formulated problems into the of this study is how is the students' perception toward online speaking class in pandemic era?

C. Objective Of The Research

The objective of this research is to investigate to describe how the students perception toward online speaking class in pandemic era, is

D. Significance Of The Research

There are significances of this research such as the following:

a. For the teacher

Teachers can find out students' perceptions about online speaking classes so that teachers can use this as a reference on how to be creative in the learning process through online media that is more effective and easy to understand by students.

b. For the students

The students can express their perception about what they are think about on online speaking class in pandemic era

c. For the writer.

The result of this research is expected to the researcher can give new knowledge about effective strategies in online speaking class.

E. Delimitation Of The Research

To prevent misperception and misunderstanding rise up in this study, the researcher gives limitation. There are some limitations in this study, those are:

1. The study is only focused on the student's perception about online speaking class. Conducted in 2021

2. The researcher specifically observes six semester students in academic year 2019 at English Study Program.

By determining limitation, the researcher will easily find out the main focus of this study about *Students Perception toward Online Speaking Class In Pandemic* at English Study Program in IAIN CURUP.

F. Operational definition

a. Perception

Perception is an opinion or view of a person toward something, event or phenomena. In this research perception is how students opinion about online speaking class.

b. Speaking

Speaking is a way to express feeling, ideas, and wishes to others by using words in spoken context. In this research speaking refers to the students speaking in the online class during the pandemic.

c. Online learning

Online learning is a teaching and learning process that utilizes an internet connection and learning platforms. In this research online learning refers to online speaking class during the pandemic.

d. COVID -19 Pandemic

Coronavirus disease (COVID-19) is a new type of virus that has never been found in humans. Coronavirus is a zoonotic disease which can be transmitted between animals or humans.

CHAPTER II

LITERATURE REVIEW

In this part, the researcher arranges several theories that related to speaking and then about perception and students perception. These theories will assist the researcher to seek the problem. The theories will be demonstrated as follows:

A. Perception

a. Definition of Perception

According to barber and legge, perception is about receiving, selecting, acquiring, transforming, and organizing the information supplied by our sense. [5] Rakhmat said that Perception is the experience of object, event, and relationship acquired by resuming information and interpreting message. It gives a meaning toward stimulus-response in resuming information and predicting message which involves attention, hope, motivation, and memory.[6] Based on Roger cited in Awalya thesis perception can be characterized in two ways. a) First, it can be defined as the five-sensory experiences of items and people in the world, such as seeing, hearing, touching, smelling, and testing. b) Second, the term perception can refer to a mechanism that enables information to be derived from energy patterns that affect the sense organs.[7] In addition Bakhurst said Perception is a motivated activity of individuals using resources in their environment.

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[5] Barber and legge, in chaiporn vitthesonthi,2005, *a perception-based view of the employes: A study of Employes' Reaction to vhange, 1976, thesis of st gallen* : thailand, p-16-17

[6] Rakhmat, D. (2000). *Psikologi komunikasi.* Yogyakarta: Kanisius.

[7] Awalya, S. S. (n.d.). *Students ' Perception on the Use of English Debate Extracurricular to Improve Students ' Speaking and Critical Thinking Skill in SMA La Tansa*. 2010, 234–248.

8

Perception is active, not passive; it is an effortful search for meanings and values.[8]

From the definition above the researcher concluded that perception is an act of compiling, providing information, or giving an opinion on something that is happening in the surrounding environment. to describe a condition in the environment.

Sarlito divides three aspects which are needed before making perception, they are: a) Conception, it is a process to collected opinion and thinking about an object thought information or communication, b) Opinion, it is a process to employ direct contact regularly and systematically by doing a research, c) Observation, it is an introduction function to understand real object through direct contact. [9]

So, from the aspect above can make perception about something but between two or more person are different because determined by individual responses. In this research, the researcher sees students' perception which is more directed towards residual opinions on online speaking classes during the pandemic.

b. Form of Perception

In general meaning, perception is a response based on an evaluation directed toward an object and expressed verbally, whereas other forms of perception is the view that based on the assessment of an object that happens, any times, anywhere,

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[8] Bakhurst, David, and Stuart G. Shanker. (Eds). 2001. Jerome Bruner: *Language Culture, Self.* Thousand oaks, California: Sage Publications

[9] Sarlito Wirawan Sarwono, *Psikologi Umum*, (Jakarta: Bulan Bintang, 1976)

if the stimulus effect. Thus it can be seen that there are two forms of perception, they are positive perception and negative perception.

The terms will be explained as bellow: [10]

1. Positive perception

The positive perception is the perception or view of an object on arrested for his personal suit.

2. Negative perception

Negative perception is perception or view of an object and refers to circumstances in which the subject perceives the object captured tend to reject because it does not correspond to his personal.

c. **Definition of Students Perception**

Students are a person who is studying at a university or other place of higher education. Students are the main and the most important resources in the teaching and learning process. Students can learn from teachers, while teachers cannot teach without students. In addition, perception is receiving the information to a human mind through human senses. Perception was defined that perception is a process related to the receipt of a message of information to a human brain. Through perception human being make relation to their environment continuously. Their human senses, sight, hearing, touch, taste and smell make relation to their environment. It means that perception is a process human senses makes relation to their environment after receiving a message or

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[10] B. Wisnu and A. Eka *'' Students' perception of lecturers' role in enhancing EFL learners' communication ability''*, Vol 3, 2019. P.229.

information.[11] In summary, Students perception is a process in which students receives information through the sense organs. The incoming stimuli interact with the information stored in the brain (memory) to cause perception.

The important of students perception, Jacobs et all refers to perception is as one of the most important elements underpinning effective teaching and learning process.[12] Perception is important in a teaching and learning situation as it teacher's decision making on how to handle classroom situation. Student Perception Is considered important variable in this research. It is as the process of determining the meaning of what is sensed. Perception occurs when students interpret given meaning to stimuli in their classroom or their behavior.

B. Speaking

a. Definition of Speaking.

There are a lot of definitions of the word speaking that have been suggested by the researcher in language learning. According to Brown speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.[13] In Webster New World Dictionary, speaking is to say word orally, to communicate as by talking, to make a request, and to make a speech.[14] In addition Speaking is the tool to communicate between speaker and listener which have several aspects for instance idea,

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[11] Slameto. 1995. *Belajar dan Faktor Yang Mempengaruhi*. Jakarta : Bina Rupa Aksara

[12] Iskandar, *students' perception on the use of facebook as a discussion group in helping student express ideas through written form*",7

[13] Brown, H. Douglas. (2001). *Teaching by Principles: An Interactive to Language Pedagogy*. San Francisco: Addison Wesley Longman.

[14] Nunan, D, *Language Teaching Methodology : A textbook for Teachers.*, (NY : Phoenix Ltd., 1995) p. 593

message, information, and feeling. Those aspects can be conducted depends on the speaker and hearer. Speaking is ability in producing oral language.[15] Hornby said that speaking is making use of language in an ordinary voice; knowing and being able to use a language; expressing oneself in word; making a speech. [16] In other words, speaking can be defined as a two way process including a true communication of opinions, information, or emotions. Based on the definition above Speaking is a process carried out by two or more people to convey information, interact with each other, even to convey an opinion to others.

b. Ideal Speaking Class

Nunan suggested that in speaking classroom, learners should be given the maximum number of opportunities possible to practice the target language in meaningful contexts and situation. The more they practice the target language that they learn, the easier they can acquire the language. [17] From the definition above, in speaking class, direct practice is prioritized over material. Practice is the best way to improve speaking skills. Speaking skills is not only the theoretical study but also daily activities. Classroom practice can help learners develop their communicative competence.

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[15] H. Douglas Brown, *Principles of Language Learning and Teaching*. Eglewood Cliffs: Prentice Hall Regent 1994, P. 103

[16] AS.Hornby.*Oxford Advance Learners' Dictionary*, (NY : Oxford University Press, 2000), P. 1140

[17] Nunan, David. (2003). *Practical English language teaching*. New york : Mc Graw - Hills

According to Penny ur says that characteristic of a successful speaking class.[18]

1. Learner talks a lot. As much as possible of the period of time allotted the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

2. Participation is even. Classroom discussion is not dominated by a minority of talk active participants: all get chance to speak, and contributions are fairly evenly distributed.

3. Motivation is high. Learner are eager to speak : because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving task objective.

4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.

c. Teaching Speaking

According to Nunan the meaning of teaching speaking is to teach the students to be able 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 squences; use language as a means of expressing values

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[18] Ur, Penny. (1998). *Research Methods In Language Learning*. New York : Cambridge University Press.

and judgments.; and use the language quickly and confidently with few unnatural pauses, which is called as fluency. [19] In addition Terry said that "For an effective speaking lesson, teachers need to be aware of, knowledgeable about, and familiarized with the teaching stages of a speaking activity as well as the teaching techniques used for fostering speaking in the class. Also, the teacher role is crucial to the effectiveness of the activity''. [20]

In teaching of speaking, the teacher must create interesting teaching process so that the students are interested to follow the speaking class. The teacher should motivate the students to practice and speak-up. Give students the chance to do something with the language to actively use the language they produce themselves for the situation.

According to Harmer,[21] teaching speaking also has reasons why the students have to speak when they study speaking. They are:

1. Students need to speak when they are learning to speak because by speaking students can practice their skill to speak their opinion in class activities.

2. In speaking, students should use language that they know to speak with their teacher or friends in teaching learning process and provide feedback.

3. Students have opportunities to use automatically the element of language.

[19] Nunan, D. (2003) *Practical English Language Teaching*. McGraw-Hill.
[20] Terry, C. (2018). *How to Teach Speaking in an EFL Class*.ICPNA San-Miguel.
[21] Jeremy Harmer, *The Practice of English Language Teaching*, 3rd Ed (Pearson Education limited England: Longman, 2002), p. 271.

C. Online Speaking Class

Online learning is a teaching and learning process that utilizes an internet connection and learning platforms. According to Saifuddin online learning is a form of utilization internet that can enhance that role of students in learning process.[22] On the other hand, Adijaya & Lestanto also explained that online learning can be done in an easy way because it only relies on applications that are connected to the internet. [23] Speaking class is a teaching and learning activity carried out by students and teachers about speaking skills, especially to speak English. So, online speaking class is a learning process between students and teachers to speak in English which is carried out through online platforms such as zoom, Google meet, Google classroom and etc.

Online speaking class has different from face to face learning, in online speaking class students and teachers do not meet in person and teachers can only monitor students from a distance, learning materials are only given online, and discussions between teachers and students can only be done through online platforms However in online speaking class involves more than just presentation and delivery of the material using the web, the learner and the learning process should be the focus of online speaking class.

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[22] Saifuddin, in Nabila, Yenny and Chairiyanto *research " persepsi mahasiswa terhadap perkuliahan daring sebagai sarana pembelajaran selama masa karantina COVID-19"* Teuku Umar University.2020.

[23] Adijaya, Nuryansyah & Lestanto, P.S. (2018). *Persepsi Mahasiswa dalam Pembelajaran Online,* 10 (2), 105-110.

D. The Impact of Covid in Education

The COVID-19 as a pandemic was declared by the WHO on 11 March 2020. This outbreak pandemic was evolved in Wuhan city of China and has affected many countries. The pandemic has significantly disrupted the growth of countries where the cases of novel coronavirus are reported. In order to reduce the crowd, countries are taking various measures such as lockdown, workplace nonattendance, school closure, suspension of transport facilities etc. [24]

Coronavirus Diseases 2019 (Covid-19) pandemic currently occurring in Indonesia has an impact on education. To prevent the spread of this virus, the government implemented a policy to close all learning activities in educational institutions. Based on the Ministry of Education regulation number 36962/MPK.A/HK/2020 about online learning and work from home in preventing Coronavirus Diseases, it states that during the Covid-19 all institutions should enforce online learning from home for students points 4a.[25] Based on this regulation, educators must use online learning platforms to facilitate students such as Zoom Cloud Meeting, Google Meet, etc. Mulenga, Eddie M. & Jose M. Marban also explained that online learning is a way of combating the spread of a communicable virus like COVID-19. [26] In addition, Toquero said that students can follow the social distancing measure by closing all activities in schools,

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[24] Tarkar Preeti, *Impact Of Covid-19 Pandemic On Education System.* GLA University,Mathura. Vol. 29, No. 9s, (2020

[25] The decree no 36962/MPK.A/HK/2020. *Online learning and work from home in preventing CoronaVirus Diseases.* 2020. 4 (a)). The Ministry of Education. Jakarta.

[26] Mulenga, Eddie M. & Jose M. Marban (2020). *Prospective Teachers' Online Learning Mathematics Activities in The Age of COVID-19*: A Cluster Analysis Approach

colles, and universities.[27] According to this, the educational institutions instructed that the learning process where the interaction between students and educators (face-to-face) as usual moves to online learning.

E. Previous Study

There are some several studies related with students perception in online speaking class such as journal from Yustina Fitriani, Murti Bandung and Mohtana charisma kadri with title " Students' perspective of online learning on speaking class during Covid-19 pandemic'' this study employed mixed method design to collect qualitative data and quantitative data together. To collect the data, the writer used random sampling technique. There were 20 items of questioner distributed to 83 participants randomly selected in non – English department students' to get a quantitative data. The results were analyzed to determine the students' perspective of online learning on speaking class during COVID – 19. Based on the findings of the study, 14 items from 20 items shown disagree. It means that the most of students' said disagree. It is because the online learning did not help them in improving their speaking skill. Some of the problems come from internet connection, available devices, students' data, and some of them also want to share their idea in the class directly (face – to – face situation). In the other hand, the students are more comfortable to study in offline class rather than online class.

The similarities between this research and my research are both researching on students perception in online speaking class and also using the different is the

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[27] Toquero, C.M. (2020). *Challenges and Opportunities for Higher Education Amid the COVID19 Pandemic*: The Philippine context. Pedagogical Research, 5 (4), 1-5.

focus on this research is on online speaking class, while the focus of my research was on online speaking class especially in subject speaking for group activities. And also in this research use mix method while my research use quantitative research.

The second research from the journal of Ilham Yasin with the title '' Students' perception toward the use of zoom for teaching speaking'' this study aimed to know and dig out deep students' perception using zoom in speaking skill as the alternative solution, whether the use of zoom as media in online learning in speaking class effective or ineffective during pandemic eras of COVID-19. The subjects of this study were thirty of English department students at fourth semester of University of Islam Malang. The research was survey qualitative. The data collection technique was undertaken by giving questionnaires through Google form and uses the technique of deep interview using smartphone recording in zoom meeting. The result of this study indicates that the use of zoom in speaking class ineffectively to be used in speaking class, the use of zoom in speaking could not give the students' real social interaction and make the students to be a silent learner in speaking without having adequate feedback and special opportunity in conducting the discussion in speaking class.

Arsyaa Nihayati and Lilia Indriani with the title '' EFL Students' perspective on whatsapp as media of online teaching and learning in COVID-19 pandemic this study used a case study research using a closed – ended questionnaire and call interview as its primary data collection method. The purpose of this research was to indicate and describe the EFL Students' perception of the strength and

challenges of learning via social media, mostly using WhatsApp, the participants of this research were 40 English department students in University Tidar. Based on this research it could be decided that two main points relate to students' perception and the challenges of implementing online learning through WhatsApp for EFL students. First, the students' perception of the strengths of instagram – enhanced writing class was confirmed. Most students believe that WhatsApp social media helped them in online learning and teaching. Second, another finding mention that most students take advantage of all the features on WhatsApp to support online teaching – learning. Besides, because learning is carried out online, it requires students always to check notifications so that they do not miss any information. Additionally, most students tend to be distracted by other notification that it is not related to the material, even so, the remained focused and able to keep up with online teaching – learning. Another challenge students face internet connection.

The similarities between this research and my research are both researching on online speaking, The different is the focus on this research is on online applications, while the focus of my research was on online speaking class and also this research use qualitative method while my research use quantitative method.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the method used in this study consist of kind of the research, population and sample of the research, technique of data collection, research instrument and research analysis data.

A. Kind of The Research

This research is classified into descriptive quantitative. According to Cresswell, quantitative study is a type of study which is explaining phenomena by collecting the numerical data that are analyze using mathematically based method.[28]

This research used descriptive quantitative because the data would be showed in numerical form. In this study, the researcher wants to see about student perception which will be presented in the form of a percentage. For the final result there are two possibilities, namely positive or negative perception. The investigation was started with the formulation of research question as the problem based on this study. In aim of this research was to give a description about Students' perception toward online speaking class in pandemic.

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[28] John W. Cresswell, Educational Research: Planning, Conducting, and Evaluating quantitative and qualitative research fourth edition, (Pearson education: USA, 2012) p.376

B. Population And Sample

a. Population of the research

According to gay, population is the group in which the researcher would like the result of the study to be generalized.[29] In addition Hence, Franked said the population is a group to which the researcher of the study indeed to apply. [30] The population of this research is students of English study program in six semester at academic year 2019. The researcher took all of the students as the population because they had studied speaking in face – to – face learning and in online learning. So, they know the difference when learning speaking in face – to – face and online learning.

Table 3.1 Population of the research

NO	SEMESTER / CLASS	NUMBER OF STUDENT
1.	VIA	21
2.	VIB	22
3.	VIC	18
	TOTAL	61

Source: TBI 2019

b. Sample of the research

According to Sugiyono, sample is a part of a number and characteristic owned by the population.[31] So the researcher concluded that sample is a part of representative of population which is researched.

[29] Gay. L.R.1987. Educational Research : competencies for analysis and application. Third edition. Columbus : merrilpublishing. P.122

[30] Jack R Frenkell and more male mallen. *How design and evaluated research in education.* (Mc. Grow hill, International edition) p. 78

[31] Sugiyono. Metode Penelitian kuantitatif, kualitatif dan R & D, Bandung : Alfabeta. 2012. P.81

In this research the researcher choose the total sampling. In total samples, all people within the research population have a specific able chance of being selected. The researcher used total sampling because the amount of students is less than one hundred. Thus, total sampling was employed in this research; it means the research took all the population as the sample. It involved all of the students in six semester academic year 2019. the total number of samples of this research taken from class VI A, VI B, and VI C was 61 people

C. Technique of Collecting Data

a. Questionnaire

Questionnaire is a technique for obtaining data; questionnaire is a list of question as a technique in collecting data that can be answered by the respondent themselves.[32] It is a group written question ad given to the respondents to be answered independently. In general, questionnaire has two forms, they are close – ended questionnaire and open – ended questionnaire.[33]

In this research used close – ended questionnaire to find out about students perception toward online speaking class in pandemic. This research used close ended questionnaire because this research will look at the percentage of students' perception and the questions given to students are simply answered with a checklist and do not have to be given a specific reason. There are 16 items of questionnaire distributed to 61 participants of English study program to get a

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[32] Nasution in Jumatul Hidayah research. The ICT used by the English lecturer for non English study program students' at IAIN Curup. 2019. Vol 8. No.1.26-37
[33] *Ibid*

quantitative data. The results were analyzed to determine the student's perception toward online speaking class in pandemic.

After collected the data, the researcher analyzed the data obtained by using Likert Scale. Likert Scale is functioned to calculate attitudes, perception, or opinion of an individual or group concerning to social phenomena. In this research, to requisite quantitative analysis, each answer can be given score, [34] for example:

a. 5 : Strongly agree
b. 4 : Agree
c. 3 : Uncertain
d. 2 : Disagree
e. 1 : Strongly disagree

In this research, the questionnaire is given to the students' to know about students' perception about online speaking class in pandemic era. The result of the questionnaire is in the form of score.

D. Research Instrument

The instrument is something that used to collect the data or information required.[35] The research instrument was an important tool for researcher in collecting the data. The researcher used questionnaire as the instrument of this research. The questionnaire was made by the researcher which was developed from Penny ur theory about the characteristic of a successful speaking activity. The theory consists of four indicators and eight sub-indicators which were then developed by the researchers into 15 questions. After that the researcher

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[34] Sugiyono, *" Statistika Untuk Penelitian ''* (Jakarta : Rineka Cipta, 1998), p.199
[35] Imam Muslim Thesis " An analysis of english lecturer's techniques in teaching English to Islamic education (PAI) Study Program In STAIN Curup'', 2018 p.20

validated each questionnaire with professional lecture in English Department at IAIN Curup as validator in order to checking the accurateness of question. The researcher made this questionnaire to obtain the data on students' perception on online speaking class. The researcher took close-ended type of questionnaire as the instrument.

1. Questionnaire

Close-ended format questionnaire is that include multiple choice answer. Multiple choice question come from fall under the category of close-ended format questions. These multiple choices could either be in even numbers or in add numbers. By including closed format questions in the questionnaire design, researcher cold easily calculate statistical data and percentages. [36]

Table 3.2 Blue Print of Questionnaire

NO	Items	Number of items
1.	Learner talks a lot	1,2,3,4
2.	Participation is even	5,6,7,8
3.	Motivation is high	9,10,11,12
4.	Language is of an acceptable level	13,14,15,16

Table 3.3 Questionnaire

NO	Item Of Questionnaire	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1.	Online learning gives me the opportunity to speak					

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[36] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Dan R&D,* (Bandung: Alfabeta, 2013), p.199

	English as much as possible.					
2.	Online learning makes me talk more than face to face learning.					
3.	Online learning encourages me to be more active in speaking class.					
4.	The online speaking class makes me more active in group discussion					
5.	In the online speaking class, all students get the same opportunities to speak English.					
6.	Discussion in online learning more effective than face to face learning.					
7.	Online learning provides fairly evenly distributed contributions to students' speaking participation.					
8.	There is no difference between students' participation in online learning and face to face learning.					
9.	Online speaking class motivates me to speak English					
10.	Online learning motivates me to have something new to say about the topic.					
11.	The online speaking class helps me to improve my speaking skills in order to achieve task objective					
12.	To improve my speaking skills, I am more eager to speak in Online learning than in face to face					

	learning.					
13.	In online speaking class, I can express myself in the relevant utterances.					
14.	Online speaking class make me easier to understand the language					
15.	Online learning helps me more easily catch the point than face to face learning.					
16.	In the online speaking class, I can express myself in the utterances with an acceptable level of language accuracy (acceptable pronunciation, correct grammar and appropriate word choice).					

E. Validity and Reability of Iinstrument.

a. Validity

Validity is requirement to get valid the result of this research. The valid instrument means the instrument can be used to measure what should be measured.[37]

Before the researcher did this research to respondent, the researcher spread the questionnaire to 15 students' non sample as the respondents to make sure that the questionnaire was valid when it gave into responding. By using r table, the researcher got standard validity for each question are 0,5 and it could be seen that

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[37] Sugiyono, *statistika untuk penelitian*, (Jakarta : rhineka cipta, 1998). P.135

the question are valid as the questionnaire. In this research, the instrument was validated by professional lecture in IAIN Curup, for more information could be seen on appendix.

b. Reliability

The reliability in this research was measured by using Cronbach alpha. Croncbach alpha is the most popular measure of reliability. It is generally used when researcher has multiple questions with likert scale in a survey/questionnaire to determine if the scale is reliable. In this case of psychometric test, most fall within the range of 0,75 to 0,83 with at least one cleaning a Cronbach's alpha above 0,90. A commonly accepted rule of thumb for describing internal consistency is as follow:

Table 3.4

Cronbach's Alpha

Cronbach alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Table 3.5

Reliability of Questionnaire

Var total	41.98095238
Sum Var total	7.971428571
Alpha cronch	**0.86**

Could be conclude based on the table of reliability above that cronbach alpha of question were 0.86 its mean the questionnaire's reliability were "good".

F. Technique of Data Analysis

After got the data, researcher continued to analyze the data. In this study the researcher use descriptive analysis method used to know students' perception toward online speaking class in pandemic, the following steps:

The first step is scoring. Scoring is count of the questions contained in the questionnaire. The questionnaire in this research use Likert Scale is the most common used in measuring attitude, opinion, and perception toward an object.[38] In scoring, the researcher counted the number of students given answer in the item based on the questionnaire.

The second step was the researcher accounted the score of the total frequency was divided with the total questions. It was used to get students' perception toward online speaking class; the formula is described as follow:

$$x = \{(fSA \times 5) + (fA \times 4) + (fU \times 3) + (fD \times 2) + (fSD \times 1)\}$$

Description:

F : frequency   A : Agree   D : Disagree

SA : Strongly agree   U : Uncertain   SD : Strongly disagree

The next step is the researcher accounted the percentages of each item of questionnaire that answered by respondent. Percentages analysis used to find out the students perception toward online speaking class in pandemic. The formula is

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[38] Amirul, hadi dkk. *Metodologi pendidikan*, (bandung. Pustaka setia) 1993

described as follow:

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

Description:

P : Percentages
Score : Sum of score per item
Max score : Maximal score per item.[39]

Table 3.6

Agreement of the Term for Positive Perception

Scale	Category	
Strongly Agree	Combined	Positive Perception
Agree		
Uncertain		Neutral Perception
Disagree	Combined	Negative Perception
Strongly Disagree		

Table 3.5

Agreement of the Term for Negative Perception

Scale	Category	
Strongly Disagree	Combined	Negative Perception
Disagree		
Uncertain		Neutral Perception
Agree	Combined	Positive Perception
Strongly Agree		

The table above was categorized from Likert Scale that divided the students perception in the five categorized. Based on the accounted with five categories, the result of much calculation was categorized by positive, neutral

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[39] Herzberg Paul, *Principle of Statistics*, (New York: University Press,1983), p.73

and negative perception. [40] the result the data from questionnaire, it showed the

percentage and then category divided into 3 categories, there are:

70% - 100%	:	Positive
60% - 69%	:	Neutral
10% - - 59%	:	Negative

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[40] Riduwan, *Belajar Mudah Penelitian Untuk Guru-karyawan dan Peneliti Pemula,* (Bandung: Alfabeta,2004), p.89

CHAPTER IV

FINDING AND DISCUSSION

This chapter explained about finding and discussing the result of questionnaire. It consisted of the answer of research questions.

A. Finding

To get more information about students' perception toward online speaking class in pandemic at English Study program in IAIN Curup, the researcher presented the finding of the questionnaire by sixty one students from six semesters in academic year 2019 as the respondent. The questionnaire consists of 16 items from four main indicators. This research was conducted in July 2022. The purpose of this research was to investigate the students' perception toward online speaking class in pandemic, especially for the subject speaking for group activities which has been studied in third semesters. The tables below are the explanations.

Table 4.1

Students have negative perception on learner talks a lot

Indicator	Statement	Percentage
Lerner talks a lot	1. Online learning gives me the opportunity to speak English as much as possible.	52,13%
	2. Online learning makes me talk more than face to face learning.	39,34%
	3. Online learning encourages me to be more active in speaking class.	40,33%
	4. The online speaking class makes me more active in group discussion	41,31%

Based on the table above learner talks a lot in online speaking class has a *negative perception* from students'. Online speaking class does not give students the opportunity to speak English, online speaking class does not make students talk more than face to face learning, online learning does not encourage students to be more active in speaking class and in group discussion.

Table 4.2

learner talks a lot in online speaking class

Indicator	Statements	SA	A	U	D	SD	TOTAL	
		F	F	F	F	F	Score	%
Learner talks a lot	1. Online learning gives me the opportunity to speak English as much as possible	2	9	19	25	6	159	52,13%
	2. Online learning makes me talk more than face to face meeting.	0	3	6	38	14	120	39,34%
	3. Online learning encourages me to be more active in speaking class.	2	2	13	22	22	123	40,33%
	4. The online speaking class makes me more active in group discussion	0	8	9	23	21	126	41,31%
Total							528	43,27%

From the data above, *statement 1* showed that there were 2 students choose strongly agree, 9 students choose agree, 19 students choose uncertain, 25 students choose disagree and 6 students choose strongly disagree. The total score

is 159 and has percentage 52,13%. *Statement 2* showed that there were 3 students choose agree, 6 students choose uncertain, 38 students choose disagree and 14 students choose strongly disagree. The total score is 120 and has percentage 39,34%. *Statement 3* showed that there were 2 students choose strongly agree, 2 students choose agre, 13 students choose uncertain, 22 students choose disagree, and 22 students choose strongly disagree. The total score is 123 and has percentage 40,33%. *Statement 4* showed that there were 8 students choose agree, 9 students choose uncertain, 23 students choose disagree, and 21 students choose strongly disagree. The total score is 126 and has percentages 41,31%.

Based on description above, it can be concluded that the majority of students have *negative perception* on online speaking class make their talks a lot at the time of study with the entire percentage 43,27%.

Table 4.3

Students have negative perception on participation is even in online speaking

class

Indicator	Statements	Percentages
Participation is even	1. In the online speaking class, all students get the same opportunities to speak English.	53,77%
	2. Discussion in online learning more effective than face to face learning.	39,67
	3. Online learning provides fairly evenly distributed contributions to students' speaking participation.	42,62%
	4. There is no difference between students' participation in online learning and face to face learning.	46,56%

From the data on the table above, participation is even has negative

perception from students. The majority of students said participation is not even

in online speaking class.

Table 4.4

Students' participation is even when online speaking class

Indicator	Statements	SA	A	U	D	SD	TOTAL	
		F	F	F	F	F	Score	%
	1. In the online speaking class, all students get the same opportunities to speak English.	8	10	11	19	13	164	53,77%

		SS	S	U	TS	STS	Score	%
Participation is even	2. Discussion in online learning more effective than face to face learning.	1	5	8	25	22	121	39,67
	3. Online learning provides fairly evenly distributed contributions to students' speaking participation.	2	**7**	7	26	19	130	42,62%
	4. There is no difference between students' participation in online learning and face to face learning.	3	8	10	25	15	142	46,56%
Total							557	45,65

From the data in table 2, *statement 1* showed that there were 8 students choose strongly agree, 10 students choose agree, 11 students choose uncertain, 19 students choose disagree and 13 students choose strongly disagree. The total score is 164 and has percentage 53,77%. *Statement 2* showed that there were 1 student choose strongly agree, 5 students choose agree, 8 students choose uncertain, 25 students choose disagree, and 22 students choose strongly disagree. The total score is 121 and has percentage 39,67%. *Statement 3* showed that there were 2 students choose strongly agree, 7 students choose agree, 7 students choose uncertain, 26 students choose disagree, and 19 students choose strongly disagree. The total score is 130 and has percentage 42,62%. *Statement 4* showed that there were 3 students choose strongly agree, 8 students choose agree, 10 students choose uncertain, 25 students choose disagree, and 15 students choose

strongly disagree. The total score is 142 and has percentage 46,56%.

Based on description above, it can be concluded that the majority of students' have ***negative perception*** on participation is even when online speaking class with the entire percentage 45,65%.

Table 4.5

Students have negative perception on motivation is high in online speaking class

Indicator	Statements	Percentages
	1. Online speaking class motivates me to speak English	43,61%
	2. Online learning motivates me to have something new to say about the topic.	47,87%
Motivation is high	3. The online speaking class helps me to improve my speaking skills in order to achieve task objective	46,23%
	4. To improve my speaking skills, I am more eager to speak in Online learning than in face to face learning.	39,67%

Based on table above it can conclude that motivation is high in online speaking class have negative perception from students. Online speaking class does not motivate students to speak English, does not motivates students to have something new to say, and also online speaking class does not help students to improve their speaking skills.

Table 4.6

students' motivation is high in online speaking class

Indicator	Statements	SA	A	U	D	SD	TOTAL	
		F	F	F	F	F	Score	%
Motivation is high	1. Online speaking class motivates me to speak English.	5	1	13	23	19	133	43,61%
	2. Online learning motivates me to have something new to say about the topic.	4	5	15	24	13	146	47,87%
	3. The online speaking class helps me to improve my speaking skills in order to achieve task objective	2	5	12	33	9	141	46,23%
	4. To improve my speaking skills, I am more eager to speak in Online learning than in face to face learning.	0	5	8	29	19	121	39,67%
Total							541	44,34

From the data in table 3, *statement 1* showed that there were 5 students choose strongly agree, 1 student choose agree, 13 students choose uncertain, 23 students choose disagree and 19 students choose strongly disagree. The total score is 133 and has percentage 43,61 %. *Statement 2* showed that there were 4 students choose strongly agree, 5 students choose agree, 15 students choose

uncertain, 24 students choose disagree and 13 students choose strongly disagree. The total score is 146 and has percentage 47,87%. **Statement 3** showed that there were 2 students choose strongly agree, 5 students choose agree, 12 students choose uncertain, 33 students choose disagree and 19 students choose strongly disagree. The total score is 141 and has percentage 46,23%. **Statement 4** showed that there were 5 students choose agree, 8 students choose uncertain, 29 students choose disagree and 19 students choose strongly disagree. The total score is 121 and has percentage 39,67%.

Based on description about . it can be conclude that the majority of students have ***negative perception*** on online speaking class make students motivation is high in learning with the entire percentage 44,34%.

Table 4.7

Students Have Negative Perception on Language is an Acceptable Level

Indicator	Statements	Percentages
Language is an acceptable level	1. In online speaking class, I can express myself in the relevant utterances.	45,9%
	2. Online speaking class makes me easier to understand the language.	43,93%
	3. Online learning helps me more easily catch the point than face to face learning.	37,38%
	4. In the online speaking class, I can express myself in the utterances with an acceptable level of language accuracy (acceptable pronunciation, correct grammar and appropriate word choice).	42,3%

From the table above it can be seen that students have negative perception on online speaking class make them used the language is an acceptable level.

Table 4.8

Language is an Acceptable Level

Indicator	Statements	SA	A	U	D	SD	TOTAL	
		F	F	F	F	F	Score	%
	1. In online speaking class, I can express myself in the relevant utterances.	3	6	13	23	16	140	45,9%
	2. Online speaking class make me easier to understand the language	0	6	17	21	17	134	43,93%
Language is of an acceptable level	3. Online learning helps me more easily catch the point than face to face learning.	0	0	14	25	22	114	37,38%
	4. In the online speaking class, I can express myself in the utterances with an acceptable level of language accuracy (acceptable pronunciation, correct grammar and appropriate word choice).	0	5	13	27	16	129	42,3%
Total							517	42,37%

From the data in table 4, *statement 1* showed that there were 3 students choose strongly agree, 6 students choose agree, 13 students choose uncertain, 23 students choose disagree and 16 students choose strongly disagree. The total score is 140 and has percentage 45,9%. *Statement 2* showed that there were 6 students choose agree, 17 students choose uncertain, 21 students choose disagree, and 17 students choose strongly disagree. The total score is 134 and has percentage 43,93%. *Statement 3* showed that there were 14 students choose uncertain, 25 students choose disagree, and 22 students choose strongly disagree. The total score is 114 and has percentage 37,38%. *Statement 4* showed that there were 5 students choose agree, 13 students choose students choose uncertain, 27 students choose disagree and 16 students choose strongly disagree. The total score is 129 and has percentage 42,3%.

Based on description above, it can be concluded that the majority of students' have *negative perception* on students used language is an acceptable level in online speaking class. With the entire percentage 42,37%

B. Discussion

To know about student's perception toward online speaking class in pandemic, the researcher used questionnaire to the 61 respondents from six semesters in academic year 2019 since they got experience in online speaking class. The questionnaire consists of 16 items from four main indicators. Based on the finding researcher find some discussions from the four indicators that have been distributed in the form of questionnaire the majority of students have **negative perception**. The four indicators consists learner talks a lot, participation is even, motivation is high and language is an acceptable level.

Of the four indicators, it seems that the most negative perception can be identified from the indicators at language is an acceptable level. it means that when online speaking class students cannot express their self in the relevant utterances, online speaking class did not make students easier to understand the language, online speaking class did not help students each the point, and also in online speaking class students cannot express their self in the utterances with an acceptable level of the language accuracy, this is happens because of the lack of vocabulary that students have. According to Harris there are five components of speaking skills and one of them is vocabulary.[41] As we know that vocabulary is important in speaking skills, without having a sufficient vocabulary students cannot communicative effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. It can be concluded that, In fact even in online class and

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[41] Harris, David. *Testing English as a Second Language*. New York: Mc. Graw 1975. Hill Book Company

face to face meetings, if students have a lot of vocabulary, they can speak relevant utterances and easily understand about the language. But students have negative perception on this indicator.

Based on the result above all of indicators have negative perception from students. And also the result is not in accordance with the theory of Penny ur about the characteristic of successful speaking class. In this theory Penny ur says that the characteristic of successful speaking class is learner talks a lot, participation is even, motivation is high, and language is an acceptable level. It can be concluded that the online speaking class is not included in the characteristic successful speaking class because the average student has a negative perception of it and also students more prefer to learning speaking in face to face meeting.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding of this research, from 4 indicators and 16 items the average of students has negative perception on online speaking class in pandemic. It means that most of the students said disagree. It is because the online speaking class does not make them talks a lot in learning and also in online speaking class students' participation is not even. Some of problem come from students' motivation is not high in online speaking class, it means that in online speaking class they only learn through the application and do not meet each other so the teaching and learning process feels boring. The last problem is students felt difficulties to speak in language is an acceptable level when online speaking class.

B. Suggestion

Based on the conclusion above, the researcher suggest as follow:

a. For Students

The students should not improve their English based on their teaching and learning time in the classroom only; they should also study by themselves or with their group work. They can take an English extra lesson in order to accelerate their English improvement.

b. For Lectures

It's better to use bland method not only online learning but also face to face learning.

c. For other Researcher

Especially in the field of English who also want to researching about speaking class can use this research as a reference for conducting similar research.

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APPENDIXES

SK PEMBIMBING

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
lamat : Jalan DR. A K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
. ax. (0732) 21010 Homepage http www.iaincurup.ac.id E-Mail : admin@iaincurup.ac.id.

KEPUTUSAN DEKAN FAKULTAS TARBIYAH
Nomor : 352 Tahun 2022
Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	:	a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
		b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	:	1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
		2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
		3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
		4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana d Perguruan Tinggi;
		5.	Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022 tentang Pengangkatan Rekto IAIN Curup Periode 2022-2026.
		6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 2 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
		7.	Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 22 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
Memperhatikan		1.	Surat Rekomendasi dari Prodi Tadris Bahasa Inggris Nomor /FT.2/PP.00.9/TBI/2022
		2.	Berita Acara Seminar Proposal Hari Rabu, 20 April 2022

M E M U T U S K A N :

Menetapkan			
Pertama	:	1.	Sarwo Edy, M.Pd. 20011038702
		2.	Henny Septia Utami, M.Pd 20160998903

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing dan II dalam penulisan skripsi mahasiswa :

NAMA : Dwi Septiana putri
NIM : 18551021
JUDUL SKRIPSI : "Students Perception Toward Online Speaking Class Ir Pandemic"

kedua	:	Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing I dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui da dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sa oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaiman mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 31 Mei 2022
Dekan

HAMENGKUBUWONO

SK PENELITIAN

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

IAIN CURUP
Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : /In.34/FT/PP.00.9/06/2022   10 Juni 2022
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

Kepada Yth. IAIN Curup

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Dwi Septiana Putri

NIM : 18551021

Fakultas/Prodi : Tarbiyah / Tadris Bahasa Inggris

Judul Skripsi : "Students' Perception Toward Online Speaking Class In Pandemic "

Waktu Penelitian : 10 Juni s.d 10 September 2022

Tempat Penelitian : IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terimakasih

HAMENGKUBUWONO
NIP. 196508261999031001

Theory by Ur Penny, ideal speaking class	Indicator	Sub Indicator	Items	Score				
				SA	A	U	D	SD
Learner talks a lot	Learner talks a lot ~~is when~~ during the teaching and learning process; students have more opportunities to talk than the teacher. ~~And~~ Also, the students are more active in talking directly about the topic ~~that~~ given by the teacher.	- Students have more opportunities	1) Online learning gives me the opportunity to speak English as much as possible 2) Online learning makes me ~~to~~ talk more than face to face learning.					
		- Students are more active	3) Online learning encourages me to be more active in speaking class. 4) The online speaking class makes me more active in group discussion					
Participation is even	Classroom discussion is not dominated by a minority. All students get chances to speak, and contributions are fairly evenly distributed.	-All students get chances to speak	5) In the online speaking class, all students get the same opportunities to speak English. 6) ~~Interaction~~ Discussion in online learning more effective than face to face learning.					
		- Contributions are fairly evenly	7) ~~Online learning has agreat contribution to my interest learning.~~					

		distributed	8) Online learning provides fairly evenly distributed contributions to students' speaking participation. 9) There is no difference between students' participation in online learning and face to face learning.					
Motivati on is high	Students have high motivation to speak English and to improve their speaking skills	-High motivation to speak English	10) Online speaking class motivates me to speak English 11) Online learning motivates me to ~~study more diligently~~ have something new to say about the topic.					
		-To improve students speaking skills in order to achieve task objectives.	12) The online speaking class helps me to improve my speaking skills in order to achieve task objective 13) ~~To improve my speaking class, I prefer face to face learning than online learning.~~ 14) To improve my speaking skills, I am more eager to speak in Online learning than in face to face learning.					
Languag e is of an acceptable level	when students speak English, the language used is at a level where	-Students can express themselves in the utterances	15) In online speaking class, I can express myself in the relevant utterances					

everyone understands what he is talking about	that are relevant						
	- Students understand the language - ~~Students catch the point properly~~	16) Online speaking class make me easier to understand the language 17) ~~Online learning make me easier to catch the point.~~ 18) ~~Online learning helps me easier to catch the point than face to face learning.~~ 19) Online learning helps me more easily catch the point than face to face learning.					
	- Students can express themselves in the utterances with an acceptable level of language accuracy (acceptable pronunciation, correct grammar and appropriate word choice).	20) In the online speaking class, I can express myself in the utterances with an acceptable level of language accuracy (acceptable pronunciation, correct grammar and appropriate word choice).					

Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. The **blue** colour phrases are added or revised to be coherent with the theory in chapter II.
June, 2022

Validator

Nastiti Handayani, M.Pd

APPENDIX 1

No	Name	INDICATOR																TOTAL
		Learner talks a lot				Participation is even				Motivation is high				Language is an acceptable				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1	STUDENT 1	4	1	2	4	5	1	5	2	4	3	2	1	2	2	2	2	39
2	STUDENT 2	2	1	2	2	2	1	5	2	3	4	2	2	2	2	3	2	33
3	STUDENT 3	1	1	2	3	4	1	2	1	4	2	4	2	2	3	1	3	37
4	STUDENT 4	2	3	2	3	3	2	3	3	2	2	4	3	3	1	1	2	40
5	STUDENT 5	3	2	2	2	1	2	2	4	3	2	2	2	2	2	3	2	35
6	STUDENT 6	4	2	2	2	5	2	3	3	3	3	2	2	1	2	2	2	41
7	STUDENT 7	3	3	3	3	5	4	4	4	5	3	2	3	4	4	2	3	55
8	STUDENT 8	1	2	3	3	1	4	3	2	1	2	2	3	3	2	1	2	29
9	STUDENT 9	3	3	3	3	4	4	4	5	2	3	4	3	3	3	3	4	47
10	STUDENT 10	3	3	3	4	5	2	5	4	3	3	4	2	3	1	4	3	48
11	STUDENT 11	3	4	4	3	4	1	4	1	3	4	4	4	4	3	3	4	49
12	STUDENT 12	3	2	3	3	4	4	3	4	3	4	2	4	4	2	2	2	46
13	STUDENT 13	3	2	4	3	3	2	2	2	3	3	2	3	3	3	3	2	36
14	STUDENT 14	2	2	2	2	3	1	2	1	1	2	2	4	3	3	1	3	35
15	STUDENT 15	3	3	3	3	4	3	5	2	5	3	2	4	2	1	3	2	38
16	STUDENT 16	3	2	1	3	5	3	3	3	2	3	2	2	2	3	1	3	34
17	STUDENT 17	2	2	2	2	1	4	2	2	2	2	2	3	2	2	2	3	41
18	STUDENT 18	3	2	2	1	3	2	3	1	1	2	2	2	3	1	1	3	28
19	STUDENT 19	3	3	4	2	3	2	4	5	3	3	2	4	4	2	2	4	47
20	STUDENT 20	2	2	2	3	1	3	2	2	4	2	2	4	2	1	2	2	27
21	STUDENT 21	2	2	1	2	2	2	1	2	2	2	2	2	2	2	1	2	31
22	STUDENT 22	3	2	2	2	3	3	1	2	2	3	2	2	2	2	2	2	28
23	STUDENT 23	5	3	2	4	4	2	2	2	2	5	2	2	2	2	2	1	33
24	STUDENT 24	3	3	2	2	2	2	2	1	1	2	1	2	2	2	1	2	33
25	STUDENT 25	4	2	2	2	2	1	2	2	1	3	3	2	2	3	1	2	32
26	STUDENT 26	4	2	2	2	4	1	1	4	1	2	2	2	3	3	3	2	25
27	STUDENT 27	3	2	5	1	4	1	2	2	1	2	2	2	2	2	2	3	30
28	STUDENT 28	1	2	1	1	2	2	1	2	3	5	2	1	1	2	3	2	34
29	STUDENT 29	3	2	1	4	2	2	2	2	3	5	1	2	4	2	1	1	29
30	STUDENT 30	2	2	1	4	2	2	2	1	1	5	2	1	1	2	2	3	33
31	STUDENT 31	4	4	2	2	5	5	2	2	1	2	2	2	2	4	2	2	39
32	STUDENT 32	2	2	2	2	2	2	2	2	1	3	4	2	2	2	1	3	34
33	STUDENT 33	4	2	2	2	5	5	2	2	1	5	2	2	2	4	1	2	31
34	STUDENT 34	3	3	2	2	4	1	2	2	1	2	2	1	1	1	1	2	26
35	STUDENT 35	2	2	1	4	1	1	2	1	1	2	2	1	1	2	2	2	

No	Name	INDICATOR															
		Learner talks a lot				Participation is even				Motivation is high				Language is an acceptable			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	STUDENT 1	4	—	2	2	2	2	5	2	2	3	3	2	2	2	2	2
2	STUDENT 2	2	—	—	2	4	—	2	—	—	4	4	4	2	2	—	3
3	STUDENT 3	2	3	—	3	3	3	2	3	3	2	2	2	2	3	3	2
4	STUDENT 4	1	—	1	4	4	2	2	4	3	4	2	4	2	2	3	2
5	STUDENT 5	2	3	2	2	3	3	3	3	2	3	4	4	4	3	—	3
6	STUDENT 6	3	2	2	3	4	2	2	4	2	3	3	2	2	2	3	2
7	STUDENT 7	4	—	5	—	5	4	5	3	5	4	4	4	4	4	2	4
8	STUDENT 8	3	3	3	—	4	2	—	4	3	4	3	2	2	3	—	3
9	STUDENT 9	—	2	2	3	5	4	4	3	5	2	4	4	4	4	—	4
10	STUDENT 10	3	—	2	2	4	2	2	2	3	2	3	2	2	3	—	3
11	STUDENT 11	3	2	4	3	5	3	3	5	3	3	3	3	3	3	3	3
12	STUDENT 12	3	4	2	4	4	2	4	2	3	3	3	4	3	4	3	2
13	STUDENT 13	3	2	3	3	5	2	2	5	4	2	2	2	4	4	2	3
14	STUDENT 14	2	2	2	2	4	2	2	2	2	4	3	2	—	3	—	4
15	STUDENT 15	3	3	2	3	5	3	—	5	3	4	4	3	4	4	3	3
16	STUDENT 16	3	2	2	—	4	2	4	2	2	2	2	4	2	3	3	2
17	STUDENT 17	2	2	—	2	4	2	4	2	3	2	2	2	2	2	2	2
18	STUDENT 18	3	2	2	2	5	4	—	5	5	5	3	3	3	3	—	4
19	STUDENT 19	3	2	—	3	3	3	3	2	2	—	2	2	2	3	3	3
20	STUDENT 20	3	2	—	2	2	2	2	2	4	—	3	2	—	2	3	3
21	STUDENT 21	2	3	2	3	—	3	2	4	3	3	2	4	2	3	—	2
22	STUDENT 22	3	2	2	2	2	2	2	2	2	2	3	2	2	3	—	3
23	STUDENT 23.	5	3	2	3	2	3	—	—	—	—	—	3	3	3	—	4
24	STUDENT 24	3	2	2	2	2	2	2	2	4	5	2	2	2	2	—	2
25	STUDENT 25	3	2	—	3	—	2	—	5	—	—	3	4	2	2	—	3
26	STUDENT 26	4	—	5	—	2	—	2	—	—	—	—	2	—	—	2	4
27	STUDENT 27	—	2	—	4	4	2	—	4	3	2	2	4	—	—	—	3
28	STUDENT 28	3	2	2	—	2	2	—	2	—	5	2	2	—	2	2	2
29	STUDENT 29	3	2	—	—	2	2	—	2	2	—	3	—	—	2	2	2
30	STUDENT 30	2	2	2	2	5	2	2	4	3	2	2	2	4	4	3	—
31	STUDENT 31	4	2	2	4	—	—	2	—	—	3	2	2	2	—	2	2
32	STUDENT 32	2	4	—	—	2	2	—	2	—	2	2	—	—	2	3	2
33	STUDENT 33	4	2	2	—	5	5	—	—	5	5	4	2	4	4	2	2
34	STUDENT 34	3	4	2	1	1	1	2	2	—	2	2	—	2	—	—	—
35	STUDENT 35	2	2	—	4	4	—	2	—	—	2	2	—	—	2	2	—
36	STUDENT 36	4	—	2	—	2	2	5	—	2	2	2	2	2	2	—	2

APPENDIX VALIDITY

no respondent	number of items																total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
respondent 1	2	2	3	2	2	2	2	2	2	1	2	1	1	2	2	2	29
respondent 2	2	2	2	2	1	3	2	2	2	2	1	2	2	3	1	3	32
respondent 3	3	2	3	3	3	3	1	2	1	3	2	3	1	3	1	3	38
respondent 4	3	2	2	3	3	3	3	3	3	3	2	2	2	2	3	2	43
respondent 5	2	2	2	2	2	2	2	3	3	2	3	3	3	3	2	3	36
respondent 6	2	2	1	2	3	1	1	1	2	1	2	2	2	3	1	1	24
respondent 7	1	2	2	2	3	3	2	1	1	1	1	1	2	3	2	3	28
respondent 8	1	1	2	2	2	1	2	2	2	2	2	2	2	1	2	3	31
respondent 9	2	2	1	1	2	2	2	2	3	1	3	1	3	2	1	2	25
respondent 10	3	2	2	1	3	1	1	2	2	2	2	1	3	3	2	3	38
respondent 11	2	2	3	2	1	3	1	3	1	1	2	1	2	2	2	2	27
respondent 12	3	2	2	2	2	3	2	2	2	2	1	1	3	1	1	1	33
respondent 13	2	1	1	1	1	2	1	2	3	3	1	2	1	3	1	1	23
respondent 14	3	3	3	2	3	3	2	3	3	2	2	2	2	3	3	3	42
respondent 15	2	3	2	3	3	2	2	2	3	2	3	1	2	2	3	3	38
r itung	0,61	0,52	0,59	0,62	0,54	0,52	0,61	0,62	0,56	0,54	0,66	0,53	0,6	0,52	0,59	0,63	
r tabel	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	
	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	

APPENDIX RELIABILITY

no respondent	number of items																total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
respondent 1	2	2	3	2	2	2	2	2	2	2	2	1	1	2	2	2	29
respondent 2	2	2	2	1	3	3	2	2	2	1	2	2	3	3	3	3	32
respondent 3	3	2	2	2	3	3	2	2	1	3	1	2	2	3	1	3	38
respondent 4	3	2	3	3	3	3	2	2	3	3	3	3	2	3	3	3	43
respondent 5	2	2	2	2	3	3	3	3	3	2	3	2	3	2	3	2	36
respondent 6	2	1	2	2	3	2	2	2	3	3	3	3	3	2	1	3	36
respondent 7	1	2	1	1	3	3	1	1	1	1	1	2	2	2	1	1	24
respondent 8	1	1	2	2	2	3	2	2	2	2	2	2	2	3	2	3	28
respondent 9	2	2	1	1	3	2	2	2	1	1	1	2	2	2	1	2	31
respondent 10	3	2	3	1	2	1	2	3	3	2	3	2	3	3	3	3	38
respondent 11	2	2	3	2	1	1	1	2	2	1	2	1	1	2	2	2	27
respondent 12	3	2	2	2	2	3	2	3	1	3	1	1	1	1	1	1	33
respondent 13	2	2	1	1	1	2	1	2	2	3	2	1	1	1	1	1	23
respondent 14	3	3	2	2	3	3	2	3	3	3	2	2	3	3	2	3	42
respondent 15	2	3	2	3	3	2	2	2	3	2	3	1	2	2	3	3	38
varian	0,46	0,29	0,43	0,41	0,64	0,6	0,35	0,27	0,64	0,57	0,6	0,5	0,5	0,35	0,64	0,74	

Var total 41,98095238
Sum var item 7,971428571
alpha cronch 0,864125832

KONSULTASI BIMBINGAN

IAIN CURUP

TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
22/04	Revisi Setelah Seminar Proposal		
22	Revisi Chapter 1		
22	Revisi Chapter 5		
22	Acc se Penelitian		
22	Membahas hasil Questionnaire		
22	Revisi Finding		
22	Revisi Discussion		
22	Acc Sidang		

IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	22/04	Revisi setelah seminar		
2	18/04	Revisi Definition of key term		
3	23/05	Revisi Chapter 3		
4	31/05	Acc SK Penelitian		
5	06/05	Pembahasan Finding		
6	03/06	Revisi Finding		
7	11/09	Revisi Discussion		
8	24/09	Acc Sidang		

Dokumentasi

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
PROGRAM STUDI TADRIS BAHASA INGGRIS
Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119
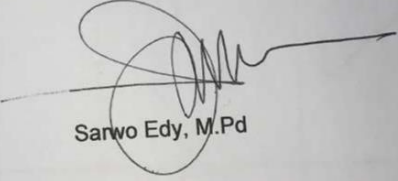
SURAT KETERANGAN CEK SIMILARITY

Admin Turnitin Program Studi Tadris Bahasa Inggris IAIN Curup menerangkan bahwa telah dilakukan pemeriksaan similarity terhadap proposal/skripsi/tesis berikut:

Judul   : Students Perception Toward Online Speaking Class in Pandemic
Penulis   : Dwi Septiana
NIM   : 18551021

Dengan tingkat kesamaan sebesar 26%. Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya

Curup, 01 Agustus 2022
Pemeriksa,
Admin Turnitin Prodi Tadris Bahasa Inggris

Sarwo Edy, M.Pd

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Education Program

SD : SD NEGERI O4 CURUP

SMP : SMP NEGERI 05 REJANG LEBONG

SMA : SMA NEGERI 4 REJANG LEBONG