



The Eight Graders' Perception of Speaking Online Learning During Covid-19 Pandemic in SMP at Misykat Al-Anwar

Khofifah Indah Hasanah¹, Sakhi Herwiana

^{1,2} STMIK YMI Tegal

e-mail: Khofifahindah254@gmail.com

Abstract

This research is based on online English learning that has been running for more than 1 year of class VIII C junior high school student Misykat Al-Anwar most students complain that teaching and learning activities are very boring. Moreover, speaking skills require a lot of practice so that students are fluent in English. But with the Covid-19 pandemic, all learning activities are carried out online. Problems of this research how are the perception of VIII C class students about English learning conducted online as well as its advantages and disadvantages. The researcher use the qualitative method. In accordance with the observations made students experience a lot of material that is not delivered, they feel monotonous, and also the network signal is inadequate for smooth learning.

Keywords: Covid'19 pandemic, English, Speaking, Online Learning.

INTRODUCTION

The global outbreak of Covid-19 in early 2020 forced educational institutions worldwide to adapt quickly to remote learning environments. Traditional classroom settings, which rely heavily on face-to-face interaction and immediate feedback, were replaced by digital platforms. This abrupt change posed unique challenges, particularly in language learning, where speaking and interactive communication play a vital role. SMP Misykat Al-Anwar, like many schools, transitioned to online learning to ensure the continuity of education during the pandemic. For eighth graders, this shift was especially significant as it occurred during a critical stage of their language development.

Speaking skills are fundamental in language education, requiring consistent practice, interaction, and real-time feedback, all of which are harder to replicate in an online environment. The effectiveness of online speaking lessons hinges on several factors, including the availability of technology, students' and teachers' digital literacy, and the ability to maintain student engagement. Despite the rapid implementation of online learning, there is a limited understanding of how students perceive these changes, particularly in the context of speaking skills.

Understanding the perceptions of eighth-grade students regarding online speaking lessons during the pandemic is crucial. It provides insights into the effectiveness of current teaching methods and highlights the challenges and successes experienced by students. This knowledge can inform future educational strategies, ensuring that online learning, if needed again, can be more effectively implemented. This study focuses on eighth graders at SMP Misykat Al-Anwar during the 2020/2021

academic year, aiming to capture their experiences and perceptions of speaking online learning. By examining both the quantitative and qualitative aspects of their experiences, this research seeks to contribute to the broader understanding of online language education in times of crisis.

Speaking is an important skill in language learning, it is an active key to communication. Speaking is used by general people to measure how well a person's ability to acquire a second language is. According to Harmer (2007), speaking is active in real-time. When people create a conversation, they will produce words at that point, and the interlocutor will respond immediately. As we know, speaking is an element that can be said to be difficult. Because the most common problem is that students feel less confident about their abilities. There are several kinds of speaking, one of which is interactive speaking. Interactive speaking is the interaction between speakers and audio. In the world of education, interactive teaching and learning processes are certainly more fun than just listening and writing. The aim of the study was to find out how VIII C students perceive online English learning as well as its advantages and disadvantages. The method used in this study is the qualitative method.

The ability to use spoken language, both languages the target language, is a habituation activity. This can be seen from the facts found in daily life. Richard and Rodgers (2001 in Ernanti: 2009) suggest that the learning language component serves as a medium or tool to master English speaking skills (speaking). There are several techniques for teaching effective English speaking. Such as discussion, role-playing, storytelling, and story completion. In the classroom, interactive speaking is needed to launch learning activities. When the teacher asks, the student expects to answer. There are various reasons for a person to speak, among others: producing speech, the authenticity of the purpose of communicating, expressing ideas and opinions directly, and bringing up expressions naturally. McDonough and Shaw (2005 in Risa and Eva: 2018). Online learning emphasizes learning by using the internet technology. Line with Rosenberg (2001) explaining that online learning refers to the use of internet technology to deliver a series of solutions that can increase knowledge and skills

METHOD

This study employs a descriptive research design using a mixed-methods approach to investigate the perceptions of eighth-grade students at SMP Misykat Al-Anwar regarding speaking online learning during the Covid-19 pandemic in the academic year 2020/2021. A stratified random sample of 50 students will complete a structured questionnaire featuring Likert-scale questions to quantitatively assess their satisfaction, challenges, and perceived effectiveness of online speaking lessons. Additionally, semi-structured interviews and focus group discussions with a subset of 10 students will provide qualitative insights into their experiences. Data will be analyzed using descriptive and inferential statistics for the quantitative part, and thematic analysis for the qualitative part. Ethical considerations include informed consent, confidentiality, and transparency regarding the study's purpose and data usage. This approach aims to comprehensively understand the students' perceptions and identify areas for improvement in online speaking instruction.

FINDINGS AND DISCUSSION

Eight graders' C perception on speaking online learning

The results of the study after the dissemination of questionnaires and interviews researchers found that students felt bored because of monotonous learning activities, they were less challenged to enthusiastic. Less satisfied when studying online, a lot of material that is not conveyed properly, feels limited with signals to meet with teachers and friends.

The strengths on speaking online learning of eight graders' C

The researcher also found the advantages of English speaking learning conducted online by the eighth grade of SMP IT Misykat Al-Anwar that they revealed that they can learn anytime and anywhere, they can maximize the use of the internet to find the necessary information, they can minimize the cost of expenses such as transportation, and they can also material that is not only written but can also be an interesting video such as a video that has been presented on Youtube.

In addition, when the researcher spread questionnaires and interviews, the researcher asked oral questions about what applications were used in online classes. All students responded that online learning using Google Classroom, Google Meet, and Zoom that students can easily access during learning.

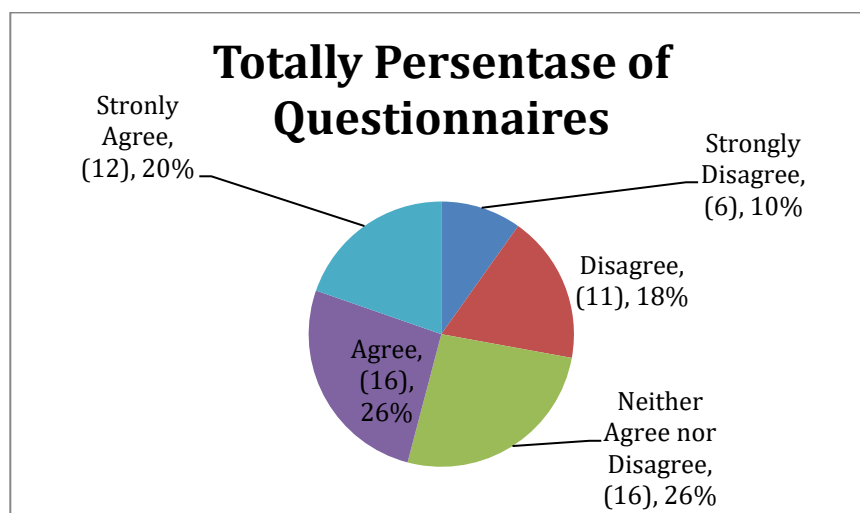
The weaknesses on speaking online learning of eight graders' C

The results of this study show that in addition to getting a positive response, there is also a negative response. The majority of students agree that online speaking learning is not effective, considering that they need a lot of practice directly in front of the teacher but are forced to be passive with most tasks. This makes students monotonous in learning English speaking online. For many reasons they when choosing offline classes. There is no denying that there are more teachers who have not been able to develop creativeness in learning. Students not only need to sit and listen but also need innovations that can be tried in such a sophisticated way today. The advantages of the internet are very much to be used as a way for students to try new things in the world of education.

$$\text{Formula Index \%} = \frac{\text{Total Score}}{Y} \times 100$$

$$\text{Formula Index \%} = \frac{200}{60} \times 100 = 33,34 \% \text{ (Category Disagrees)}$$

Students argue that when speaking, it is easier to learn face-to-face so that when mistakes occur, they can be straightened out by the teacher. They can hear without a bad signal. In addition, they do not feel bored because they can meet classmates. You can have a free discussion to express an opinion. In addition, they are easily discouraged when unable to answer a question and instantly searching Google to get the appropriate answer.



Based on percentage diagrams conducted by the researcher, the research showed that as many as 16 students expressed neither agree nor disagree with a percentage of 26% and as many as 16 students expressed agree with a percentage of 26%. Some students are enjoying online learning and vice versa.

CONCLUSION

Conclusions that can be taken thoroughly in this study by analyzing the perception of eighth-graders about English learning are there are advantages and disadvantages. In addition, students are perceived to be learning online, especially in English, leaving them unable to take classes carefully. In addition to their problems, other issues have not supported learning success such as signals and applications. However, online learning is recognized by students to have several advantages, so that they can learn to speak deeper when there is less communication, they can open an online dictionary site to get new vocabulary, an unlimited time when learning. If the school is only 2 hours of lessons, they can study at home indefinitely. In addition, there is no transportation fee but an internet or wifi data fee. There is a weakness among them that they complain about a lot of materials that are not

delivered properly, so when the teacher asks the student to explain the meeting material, then they have difficulty. The signal that becomes a problem of intermittent sound when learning results in the stranding of students in learning. They agree that online speaking is not taught when offline. If they read a word and it is wrong in pronunciation and the teacher does not hear their voice, there will be no justification for the pronunciation of the word.

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