

**STUDENTS' PERCEPTION ABOUT THE EFFECTIVENESS OF
ENGLISH ONLINE LEARNING DURING COVID-19 PANDEMIC IN
IMPROVING SPEAKING SKILL**

(A Case of the 7th Graders of SMP N 6 Semarang)

FINAL PROJECT

**Presented as Partial Fulfilment of the Requirements to Obtain the *Sarjana*
Pendidikan Degree in English Education**



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**ENGLISH EDUCATION STUDY PROGRAM
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SULTAN AGUNG ISLAMIC UNIVERSITY
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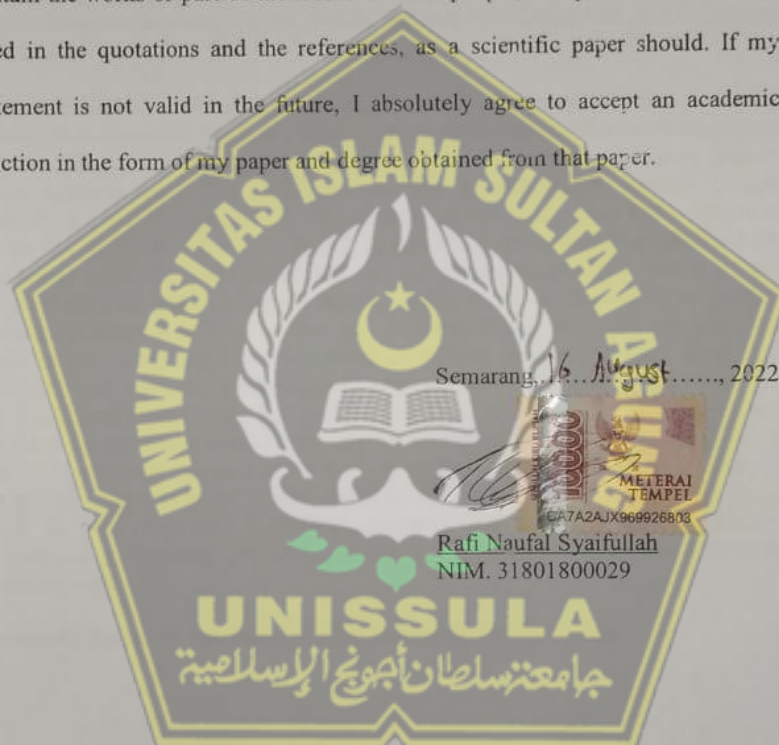
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STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declare that this undergraduate thesis I wrote does not contain the works or part of the works of other people, except those which were cited in the quotations and the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of my paper and degree obtained from that paper.

Semarang, 16 August....., 2022


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MOTTO

“Your patience will pay off, your tiredness will go away, your pain will heal, you must remember, Allah is not blind.”

(Gus Baha)

DEDICATION

This final project is dedicated to:

- My beloved parents: Mr. Winarto and Mrs.Sasmi who always give me full love, prayer, support, and giving motivation for me.
- My beloved brother, Bagus Ade Permana, who always supports me to do my best.
- My beloved grandparents: Mrs. Siti Ngalmi and Mrs. Parti who always give me support and motivation to complete my study.

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Finally, the researcher hopes this research will be useful for the readers, further studies, and the English Education Study Program students. The suggestion and constructive criticism for improving the final project was accented.

Semarang, 16 Agustus 2022

The Researcher,


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ABSTRACT

Syaifullah, Rafi Naufal. (2022). Students' Perception about the Effectiveness of English Online Learning during Covid-19 Pandemic in Improving Speaking Skill. A Final Project. Program. Faculty of Languages and English Education Study Communication Science, Sultan Agung Islamic University. Advisor: Hartono, S.S., M.Pd.

This study aimed to describe the perception of 7th graders of SMP N 6 Semarang on the effectiveness of English online learning during the pandemic in improving their speaking skills. This research used descriptive quantitative and used closed-ended questionnaire. The population of this research were the seventh graders of SMP N 6 Semarang. The subjects of this study were 184 students in grades VII A, VII B, VII C, VII D, VII E, and VII F. The researcher analyzed the data using SPSS 25 software. To find out the results statistically. Based on the result of the data analysis, the mean score for the aspect of gaining learning experience was 18.29 and was included in the moderate category, the result of the mean score for the aspect of English speaking anxiety level was 11.49 and was included in the moderate category, The result of the mean score for the assessment aspect was 14.77 and was included in the moderate category, and the result of the mean score for the flexibility aspect of learning implementation was 15.20 and was included in the high category. The result of the mean score of the overall aspects was 56.78 and was included in the moderate category. As a result students responded 4 moderate category and 1 high category, therefore English online learning was effective during Covid-19 Pandemic in improving Speaking skill.

Keywords: Covid-19 Pandemic, Online Learning, Speaking skill

INTISARI

Syaifullah, Rafi Naufal. (2022). Students' Perception about the Effectiveness of English Online learning during Covid-19 Pandemic in Improving Speaking Skill. A Final Project. Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Bahasa dan Ilmu Komunikasi Universitas Islam Sultan Agung. Pembimbing: Hartono, S.S., M.Pd.

Penelitian ini bertujuan untuk mengetahui persepsi siswa kelas VII tentang efektivitas pembelajaran online khususnya untuk pelajar speaking pada masa covid-19 pandemic. Penelitian ini menggunakan metode deskriptif kuantitatif dan menggunakan kuesioner tertutup. Populasi penelitian ini adalah siswa kelas VII SMP N 6 Semarang. Subyek penelitian ini menggunakan 184 siswa kelas VII A, VII B, VII C, VII D, VII E, dan VII F. Peneliti melakukan analisis data menggunakan software SPSS 25. Untuk mengetahui hasilnya secara statistik. Hasil analisis data menunjukkan bahwa nilai rata-rata untuk aspek pemerolehan pengalaman belajar adalah 18.29 dan termasuk dalam kategori sedang. Hasil nilai rata-rata untuk aspek tingkat kecemasan berbicara bahasa Inggris adalah 11.49 dan termasuk dalam kategori sedang. Hasil nilai rata-rata untuk aspek penilaian adalah 14.77 dan termasuk kategori sedang, dan hasil skor rata-rata untuk aspek fleksibilitas pelaksanaan pembelajaran adalah 15.20 dan termasuk kategori tinggi. Hasil rerata skor aspek keseluruhan adalah 56.78 dan termasuk kategori sedang. Kesimpulannya siswa menjawab 4 kategori sedang dan 1 kategori tinggi, oleh karena itu pembelajaran online efektif dimasa pandemi khususnya pembelajaran berbicara dalam bahasa Inggris.

Kata Kunci: Pandemi Covid-19, Pembelajaran Online, Meningkatkan berbicara

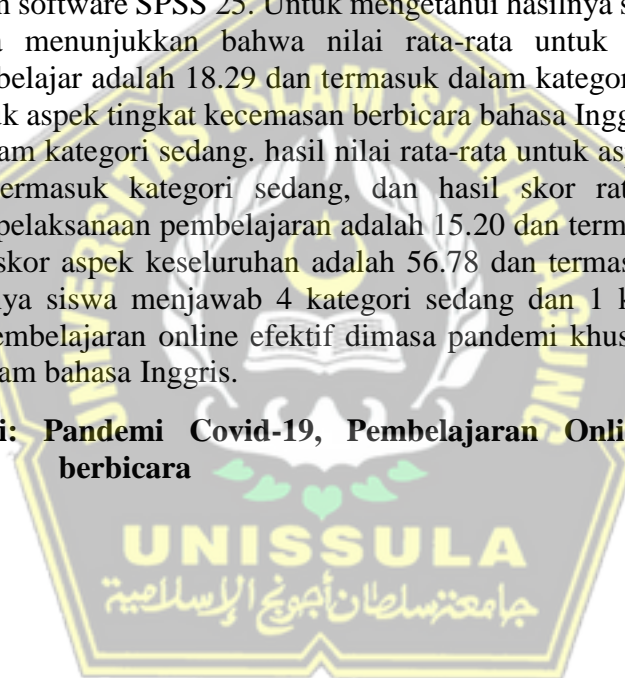


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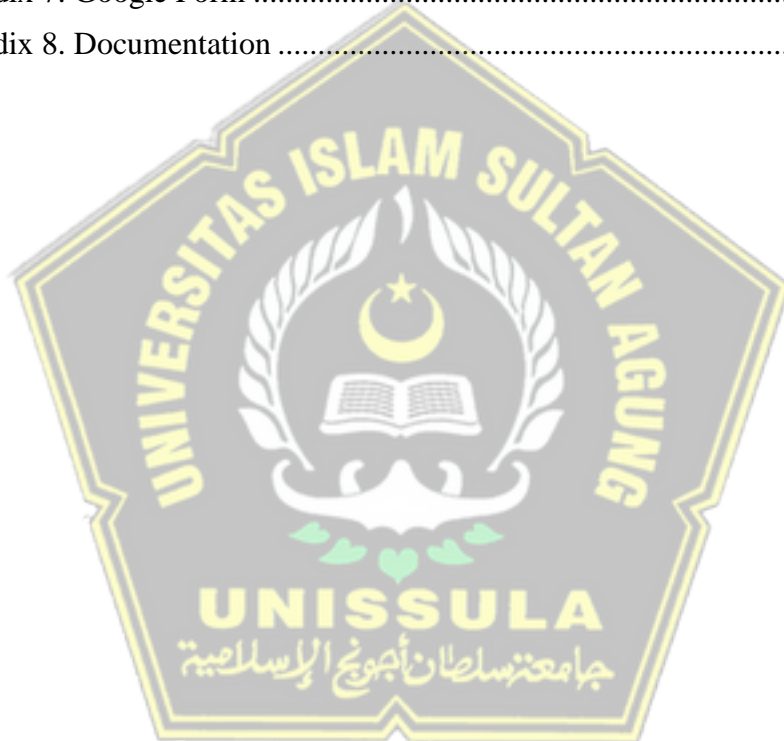
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CHAPTER I

INTRODUCTION

This chapter presents the Background of the Study, the Reason for Choosing the Topic, Statement of the Problems, Objectives of the Study, Limitation of the Study, the Significance of the Study, Definition of Key Terms, and Organization of the Study.

1.1. Background of the Study

The first Covid-19 outbreak was in China, namely in Wuhan, precisely in November 2019. Then the virus spread throughout the world and reached Indonesia. On March 15, 2020, WHO confirmed COVID-19 as a pandemic. The Indonesian Government took action, namely making policies to realize social distancing. The Indonesian government closed schools and carried out learning from home or online learning.

A pandemic is a disease or condition that appears all over the world wide at the same time (Roxby, 2020). This situation had a dangerous impact, activities were suspended. The Minister of Education and Culture in Indonesia distributed a circular regarding the implementation of online teaching and learning. Learners had to find comfort to learn effectively from home. Teachers were required to make the best use of online learning. Broad enough and affordable Internet access were needed, especially for elementary and junior high schools.

The condition of education during the pandemic era resulted in both good and bad impacts for students. According to Swan (2020) in her report, he said that recent trends in usage away from “distance education” and towards “e-Learning”

may be marginalizing distant learners. According to Thompson (2015) made a strong argument for the power of language to shape our thoughts and her observations deserve reflection. Schools around the world were closed due to COVID-19. Approximately 1.2 billion children studied at home (James, 2013). As a result, education changed online, or e-learning, where teaching and learning were done remotely and on digital platforms. According to research, online learning is proven to increase information and take less time.

When the research was conducted, the Covid condition in the city of Semarang, Central Java has decreased to level 2 or yellow level. data obtained based on information from the Corona alert in Semarang, the cases affected by Covid per month began to decline and many were declared cured, of approximately 30 thousand people but some cases died of approximately 30,000. 100-200 people per month. This condition affected learning in the elementary schools to university levels. Learning was held in different ways for each school or university, many used online, hybrid, and even offline learning for some special things and students were required to vaccinate to avoid the Covid-19 virus.

Effectiveness in student learning is important because with online learning students could hone their abilities in various things, especially in learning speaking. Although this learning was carried out online, students were also encouraged to express their perceptions openly, both for themselves and their teachers. So the writer wanted to know what perceptions students had when participate in online learning. And how the activity helped them learn as an evaluation in a lesson, especially in learning speaking.

1.2. Reasons for Choosing the Topic

The study was conducted because of the following reasons:

1. During the Covid-19 pandemic, the education system in Indonesia changed to online learning
2. Researcher wanted to know the effectiveness of online learning during a pandemic
3. Researcher wanted to know students' perceptions of online learning in improving students' speaking skills.

1.3. Statement of the Problem

Based on the background and reasons for choosing the topic presented above, the problem of this study was formulated as: “How do the 7th graders of SMP N 6 Semarang perceive the effectiveness of English online learning during the pandemic in improving their speaking skills?”

1.4. Objective of the Study

Based on the statements of the study, the objective of this study was to find out the perception of the 7th graders of SMP N 6 Semarang on the effectiveness of English online learning during the pandemic in improving their speaking skills.

1.5. Limitation of the Study

This limitation focuses the discussion of one topic and avoids the big problems area of other topics. Based on the problem identification above, this study only focused on the perception of the 7th Graders of SMP 6 Semarang a case of

2021/2022 on the effectiveness of English online learning during the pandemic in improving their speaking skills.

1.6. Significance of the Study

The writer hopes that this study can help readers. This study has two kinds of significance; they are pedagogical and practical significance:

a. Pedagogical Significance

1. For students

After reading the result of this study, students can made efforts to optimize online learning so that their speaking skill improve or increase.

2. For teacher

Teachers can obtained information about students' perception in terms of online learning in improving speaking skills so that teachers can adjust their taught methods.

b. Practical Significance

1. For students

The students have many perceptions to make learning effective online, both in choosing teaching media and learning methods, especially learning English.

2. For teachers

They can pay more attention to and complete the facilities or means to facilitate learning, especially in the media used for teaching.

1.7. Definition of Key Terms

a. Student Perception

Student perception is a process of preferential treatment of students to the information they get from an object. Through observation with the five senses, students can interpret the observed object. These perceptions affect students' willingness to participate actively in question and answer sessions (Bond, 2019).

b. Pandemic Covid-19

A pandemic is an outbreak of a disease that spreads simultaneously everywhere, covering a wide geographical area. A pandemic is an epidemic that spreads to almost all countries or continents and usually affects many people. An increase in the number of diseases above normal which usually occurs, this disease also occurs suddenly in the population of a certain geographic area (Purwanto, 2020).

c. Online Learning

Online learning is a process of teaching learning using some tools like Zoom, WhatsApp, Google Meet, etc (Singh, 2020). Online learning a form of education where students use their computer or handphone through the internet. It is becoming popular during Covid-19, most country in the world using online learning.

d. Speaking

Speaking is a process of constructing and sharing meaning through use of verbal and nonverbal symbols, in a variety of contexts. Speaking is usually symbolized as an expression of feelings to others. Through speaking, humans are able to connect their mind in every aspect of life. According to Baras (2006), Speaking is communication for everyone who can speak well.

1.8. Organization of the Study

In this study, the researcher divided into three chapters each chapter explains the different topics.

Chapter I is an Introduction. This Chapter consist of Background of the study, Reason for choosing the topic, Statement of the Problem, Objectives of the research, Limitation of the study, and Significance of the study, Definition of key terms and organization of the Research.

Chapter II is Reviews of Related Literature. This chapter contains Theoretical Framework and Previous Study. So, the writer discusses the Theoretical Framework. By seeing this chapter, the reader will know what kind of theory used in this study.

Chapter III Research Method. It consists of the research design, subject of study, population of the study, sample of the study, instrument, the method of data collection, and data analysis technique.

Chapter IV is Analysis of Result and Discussion. This Chapter contains of the Instrument Validity and Reliability Test, the Data Analysis, and the Discussion.

Chapter V contains the Conclusion and Suggestion.

CHAPTER II

REVIEWS OF RELATED LITERATURE

To support this study, this chapter present about some related theories. It discusses the Definition of Online Learning, some theories about Perception, Speaking Skill, and Conceptual framework.

2.1. Student Perception

2.1.1. Definition of Student Perception

Students' perception is an assessment or view of something. Someone who has a good assessment of something is likely to receive the stimulus well too. Likewise, the good perception of a student to the teacher. Alchamdani et al.,(2015) state students' perception is the process by which people become aware of many stimuli that affect their senses. Perception affects what stimuli or messages people absorb and what meaning they give to them when they had consciousness. According to Kurniawan (2015) perception is a cognitive process experienced by every human being in understanding his environment either through understanding, seeing, hearing, feeling, and sense of smell.

According to Jamaluddin (2020) perception is the experience of objects, events, or relationships obtained by summarizing information and interpreting messages. Based on the opinion of experts, it can be concluded that student perception is a complex observation process in receiving and interpreting information in an environment using the five senses. So when a student has a

perception of an object using his five senses, it means he knows, understands, and is aware.

2.1.2. Aspects of Student Perception

According to Walgito (2010), perception has the following aspects:

- a. The absorption of stimuli or objects from outside the individual.

The stimulus or object is absorbed or received by the five senses, both sight, hearing, touch, smell, and taste alone or together. From the results of absorption or acceptance by the senses, you will get a picture, response, or impression in the brain. These images can be singular or plural, depending on the object of perception being observed. In the brain, images or impressions, both old and newly formed, are collected. It is clear whether or not the stimulus, the normality of the senses and time, new or old.

- b. Understanding

After the images or impressions occur in the brain, the images are organized, classified (classified), compared, interpreted, so that understanding or understanding is formed. The process of understanding or understanding is very unique and fast. Definition of formed depending also on old images that have been previously owned by individuals (called apperception).

- c. Assessment or evaluation

After understanding is formed, there is an assessment of the individual. Individuals compare the newly acquired understanding or understanding

with the criteria or norms that the individual has subjectively. Individual judgments vary even though the object is the same. Therefore perception is individual.

2.2. Covid-19 Pandemic

Coronavirus or Covid-19 was the first disease to hit China (Holhfeld, 2020), At that time many people have been affected by the virus, including in Indonesia. Nearly 3000 cases of Corona disease in Indonesia (Arora, 2021). The recent coronavirus pandemic has had a major impact on education around the world. The coronavirus pandemic is new, but it is already having a detrimental effect on all of humanity.

The Covid-19 outbreak has disrupted education and created global health problems that were proving to be extremely difficult for global health systems to tackle. At that time, no country free from the coronavirus pandemic, and the world appeared to be overwhelmed by the speed and devastating impact of Covid-19.

Countries around the world (188 countries) had been identified as being affected by the university and school closures due to the spread of Covid-19 across countries (UNESCO, 2020). The COVID-19 pandemic has changed many sectors in the education. During the pandemic there is no longer face-to-face offline learning in schools. Students learned at home and teachers also taught from home through online learning.

2.3. Online Learning

In this sub-chapter, the meaning of online learning, the advantages and disadvantage of online learning, and the challenges of online learning are discussed especially on learning speaking skills.

2.3.1. The Definition of Online Learning

Online learning is learning that gets facilities and support for using information and communication technology (Retnoningsih, 2020). Technology plays an important role during the pandemic, especially for online learning, and can make it easier for students to communicate and get information.

Meanwhile, Saifuddin (2020) online learning is an activity carried out virtually or remotely, by connecting students to be able to learn, using the internet. The method used is online learning by sending materials or modules online through the media. The obstacles that occur in online learning were faced by students who live in rural areas, who do not had a stable internet connection, to support good and effective media.

Online learning includes on-going education through the internet (Stem, 2020). Virtual or distance learning is modern learning. This system uses several types in preparing learning including, correspondence courses through interaction. There were many beneficial things or positive impacts experienced in online learning (Arora, 2021). Various integrations in online learning, both good and bad, can create challenges and practice communication poorly and tolerably. However, there were also disadvantages when this right was experienced, namely the

frustration and boredom of students when receiving learning or having problems with their internet network connection when using learning media.

2.3.2. The Platform and Media for Online Learning

There are several media or platform used for online learning including: Google Meet, Zoom, and WhatsApp. This application is one of 2 applications that are new versions of the previous version, namely Google Hangouts and Google Chat. Google Meet was released for iOS users only but in February 2017 yesterday Google officially launched Google Meet the following month (CloudHost, 2021). This service was launched as a video-conferencing application that can be watched by up to 30 participants. The meet is a more powerful version than its predecessor Hangouts because Meet can be displayed on web applications, Android, and iOS applications.

Zoom is a platform used for online learning. This application is usually used to conduct face-to-face or remotely with a large number of participants (Clayton, 2019). Google meet is a feature from Google that can be used to conduct online teaching and learning activities using the high-quality video call feature for groups but can only reach 250 people.

One other method of online learning that is easy, cheap, and instant to use is the Whatsapp application. This media is portable, compact, and practical that can be used wherever students are, it has features for video calls, calls, and voice notes so that it is easy to use for learning, especially on speaking skills to made students calmer and not tense when learning.

2.3.3. The Advantages and Disadvantages of Online Learning

Learning carried out by students must have advantages and disadvantages in terms of receiving or carrying out the learning. Currently, the learning applied is online learning from elementary school students to college students. This online learning is considered to be the best learning in this pandemic era because this learning applies several methods that are given to students. Several studies and authors have provided benefits and advantages derived from the adoption of e-learning technologies into schools (Klen and Ware, 2015). Some of the advantages that the adoption of online learning in education:

1. Each student has the right to choose the time and place that is suitable for him. According to Smedly (2015), the application of e-learning gives students and institutions or learners a lot of space and time to receive or deliver according to learning information.
2. Online learning enhances the efficacy of knowledge and qualification via ease of access to amount of information.
3. Online learning motivates students to interact with others, as well as exchange and respect different points of view. E-learning eases communication and also improves the relationships that sustain learning.
4. Online earning can be reached everywhere and every time with the condition of some facilities that support the teacher or lecture: The health crisis that occurred due to the Covid19 pandemic has an impact on the education sector. Universities in Southeast Sulawesi issued a policy to study (Roxby, 2020). In this situation which has a dangerous impact, some

Students have flexibility of time to study, especially in online learning they can further increase their effectiveness in learning and students become easy to communicate and express various opinions during learning, this also has benefits because online learning can be done anywhere.

Effectiveness in student learning is important because with online learning students can hone their abilities in various things, especially in learning speaking. Although this learning is carried out online, students are also encouraged to express their perceptions openly about its effectiveness or not, both for themselves and their teachers. So the writer wants to know what perceptions make students consider and why they should participate in online learning. And how the activity helps them learn as an evaluation in a lesson, especially in learning speaking skills.

The disadvantages of online learning that have been given by studies include the following:

1. Online learning as an educational method causes students to become bored, lack internet understanding, and realize or interact. Therefore, alternatives and time management skills are needed to reduce these effects.
2. The learning process is much easier with the use of face-to-face in terms of clarification, offering explanations, and interpretations.
3. In terms of learning contracts such as interpretation, offering explanations, clarification of online learning methods are less effective than face-to-face learning methods. Face to face with the teacher or instructor makes the learning process easier.

4. The assessment used in e-learning uses a proxy, by using this it is difficult to control bad activities such as cheating.
5. Online learning is more about skills to select and to make it easier when copying and pasting.

Online learning requires technology and the internet and makes students feel bored, direct learning is easier with face to face in terms of direct interaction. In online learning, it is difficult to assess student behavior and students can also cheat or copy paste from other people or the internet.

2.3.4. The Challenges of Online Learning

Several online learning challenges were faced by students and teachers in a new situation. (Mailizar, 2021). Challenges that may impact parental involvement in remote learning settings include economic resources (Holhfeld, 2020).

The challenges of online learning classified into three aspects that are explained:

1. Technology

Technology has an impact on teachers when delivering the material to be studied to students. There are three things to consider: infrastructure, access, and applications used. When teaching and learning process, teachers and students will need technology to carry out the learning so that it can run smoothly. Online learning will provide better performance for students because they also understand technology besides being knowledge able (Dwijuliani et al., 2021) The main obstacle of conducting online learning is internet speed. If they are in their respective homes, the internet speed will vary, some have problems with internet access, such as poor internet signal

or less internet quota. With this problem, teachers will be required to choose to use applications or infrastructure that are easy to use and do not drain too much internet charges.

2. Content

Content refers to specific materials. In online teaching, (Logan, 2017) state that there are 3 phases teachers may encounter difficulties: follow-up to material, design, and delivery. In the design phase, the teacher must provide good learning stages. They must know how students learn and what to include to encourage student interest and engagement. Teachers are required to use media that can be used by students in learning so that they can be effective and well-received. However, the difficulty of teacher when designing, delivering, and following up in delivering the material. Usually, teachers have difficulty transferring offline lesson plans to online lesson plans and must be more concise in their learning modules. In delivering the material, the teacher experienced two obstacles. First, about the comparability of the material the use. Currently, they have to ensure that the quality of the material they present to students in online learning is the same as the quality of the planned material.

3. Students

Students, especially participation, access to technology and the internet, and support from parents are other problems for teachers in online learning. Challenges that may impact parental involvement in remote learning lack of internet access lack of interest in using technology (Hollingworth, 2019).

The teacher also must be fair and interact well with his students. However, what is seen at this time is that students are less active in answering their teacher's questions. This situation sometimes makes teachers frustrated. Another challenge is students' access to technology.

Technology and the internet are the main keys in online learning, this is a challenge for online learning to run smoothly, besides that material or content can also affect student interest and teacher involvement in delivering material. Students, the internet, and access to technology are problems for teachers in online learning

As many as 61% of teachers admit that they have difficulty using technology such as computers or smartphones (Erin, 2021). Some of them come from low-income families who do not have facilities. They don't have laptops or computers. They don't even have smartphones. So, when online learning takes place, they have to borrow a parent's or sibling's smartphone. This condition of the course has an impact on the effectiveness of the online learning environment.

2.3.5. Online Learning during the Pandemic

Governments around the world in various countries have temporarily closed schools, universities, and public places such as tourism and even places of worship. With the emergence of a new disease in the world, everything has been forced to stop to maintain the safety and health of each one of us and to break the chain of covid-19. The closure of places that are usually visited by many people is now increasingly shaking, especially in schools. Online learning is a very supportive medium to solve world problems during this pandemic (Reimers, 2020). The long

pandemic period from 2019 until now has made places that are often visited closed, such as schools, and other public places and all other activities are shifted online.

However, as time goes by online learning becomes less effective, sometimes students think learning is boring and not interesting anymore, direct practical material is also difficult to implement. However, as time goes by, online learning becomes less effective, sometimes students think learning is boring and not interesting anymore, direct practicum material is also difficult to carry out.

Learning does not stop because of Covid-19, teachers use online media devices or technology so students can continue to learn. Research experts also support the benefits of online learning because it is a plus and minus for a teacher.

Online learning becomes easier for students to relate to teachers in learning. But the minus side of this learning is the network when carrying out teaching and learning activities. This online learning method will provide a new atmosphere and challenge for both students and teachers in carrying out online learning

Existence of online learning is able to facilitate students to be able to relate to teacher in learning. But for the minus side of this learning, namely, the network when carrying out teaching and learning activities. This online learning method will provide a new atmosphere and challenge for both students and teachers in carrying out online learning.

2.4. Speaking Skill

In this sub-chapter, three topics are discussed, namely the definition of Speaking, aspect of speaking skill and the effectiveness of learning speaking skill during a pandemic,

2.4.1. The Definition of Speaking

According to Baras (2006) , speaking for communication is designed for the middle to advanced class. Speaking is not only saying a series of words or sentences, but speaking is also about correct and proper pronunciation. Speaking is a goal that has a desire to be able to communicate correctly and can convey goals (McDonough, 2017). Speaking also requires us to be expressive when conveying ideas, opinions and expressing desires or going to do something. Usually, we learn to speak when we see other people talking or imitating someone's way of speaking. The importance of practicing pronunciation is because it will increase mastery in speaking.

As for speaking skills, they must also be taught and practiced in the classroom language. Language courses allow students to be able to communicate in English, so speaking skills need special treatment for a student in particular.

What is happening today is that most of us speak more than we write, yet many English teachers still spend most of their class time practicing reading and writing almost ignoring speaking and listening skills. Speaking is one way of learning about oneself. In speaking, someone must face problems that have history and relative to other people, groups, and the predictions we have formed for living together.

2.4.2. Speaking Aspects

According to Brown (2015), there are five components of speaking skills related to understanding, grammar, vocabulary, pronunciation, fluency.

1. Comprehension

Oral communication certainly requires the subject to respond, speak, and when to start it.

2. Grammar

Students need to arrange the correct sentences in the conversation. This is in line with the explanation put forward. Students' ability to manipulate structures and to distinguish appropriate grammatical forms is appropriate. In using grammar, it is necessary to pay attention to expertise in a language in spoken and written form.

3. Vocabulary

Vocabulary means appropriate diction and is used in communication. Vocabulary limitations are also an obstacle that prevents learners from learning the language. Without grammar very little can be conveyed, and without vocabulary, nothing can be said.

4. Pronunciation

Pronunciation is a way for students to produce clearer language when they speak. There are two pronunciation features; supra segmental phonemes and features. From the statement above, the researcher concludes that pronunciation is learning knowledge about how words in a particular language are produced clearly when people speak.

5. Fluency

Fluency is a skill in reading, writing, and speaking easily, fluently, and expressively. People who speak or as speakers will be able to understand

when reading, respond in clear language, and have a good context or meaning.

Some of the most important points in learning speaking skills have 5 aspects, namely comprehension, grammar, vocabulary, pronunciation, and fluency, and this must be done when speaking so that it is better and more correct pronunciation.

2.5. The Method Teaching Speaking Skill Online Learning

Teaching speaking skills, along with other skills, has become the focus of the teaching and learning process of English (Erin, 2021) . Speaking skills produce language through interaction with the interlocutor, learning speaking skills alone seems challenging because students cannot exchange information. However, this has many positive and negative impacts. This is a challenge for teachers when teaching speaking in online learning conditions and this has happened since 2019 until now because it is still a pandemic era.

Several online speaking teaching methods can be applied by teachers, such as:

1. Teaching materials or designs to be used as learning media, namely hand outs, power points, audio, and video.
2. Platforms for online learning, namely zoom or goggle meet and goggle classroom. However, usually, students and teachers use media or free applications such as Google Meet to make learning virtually easier.
3. Feedback that is done during the breakout room at the zoom meeting, the goal is that the teacher can check whether or not the current class is

conducive. This method has a positive value for students who are embarrassed to present themselves when speaking in front of many people.

4. Give a conclusion, after the online class ends, the teacher is obliged to provide a conclusion on what they have learned.

2.6. Review of Previous Studies

Based on the previous explanation, Student perception of online learning during the Covid-19 pandemic became a special discussion on learning English, especially for improving speaking skills

A first related study is written by Agung & Surtikanti, (2020) entitled "Students' Perception on Online English Learning during Covid-19 Pandemic at Junior High Schools" This study aimed to look at students' perceptions of online English learning during the Covid-19 pandemic in terms of personal factors. Students face internal or external difficulties during online English learning which can affect their performance in online learning.

The second study is written by Channa et al (2019) is entitled "Learners' Perceptions of Online English Learning during Covid-19 Pandemic" The purpose of this study is to find learners' perceptions of online English learning during the Covid-19 pandemic. The pandemic has made the closure of schools and universities all over the world and online learning is a way of constraining the spread of Covid-19. The study implies that online learning is an important alternative way to help to teach and learn in the situation of the pandemic, it considers using proper technology, quality, and instructors' competence to enhance and to encourage learners engaged in the online learning environment.

The third study is written by the Covid-19 pandemic is presented by Apriliyanti, (2021) was entitled "Indonesia in Facing the Covid-19 Pandemic". Indonesia has been affected by a new outbreak, namely the Covid-19 virus. Covid-19 has become a pandemic due to the number of Confirmed cases in Indonesia continue to increase, so Indonesia urgently needs procedures for controlling and preventing of the covid-19 pandemic. This aims to analyzed the steps that have been taken by Indonesia in dealing with covid-19 to date.



CHAPTER III

METHOD OF STUDY

This chapter presents method of study which consist of Design the study, Subject of the Study, Data of the Study, and Instrument of the study Technique for Collecting Data, Data Collecting Procedure and Data Analysis.

3.1. Design of the Study

The research used descriptive research method. Descriptive quantitative is a type of research that is used to analyze data by describing the data that has been collected.

Descriptive quantitative selection in this study was based on the objective the researcher wanted to study, he wanted to see how students perceive learning in the pandemic era, which was carried out online. The researcher wants to see how effective students were when learning speaking skills online, especially in grade 7 SMP N 6 Semarang. Quantitative research is tied to numerical data to predict, control variables, describe, and explain phenomena of interest (Gay, 2010). The philosophical belief that our world is relatively uniform and stable is one of the principles underlying quantitative research, and therefore we can understand, measure, and make broad generalizations about it.

3.2. Subject of the Study

The study of this subject was the 7th graders of SMP N 6 Semarang for the academic year 2021-2022. Which at the time of the research, they were still doing online learning, the total population of this study was 259 students taken from eight

classes of the VII graders.

The research took a sample from the population by using the sampling method. There are two types of method: probability sampling and non-probability sampling. This study used non-probability sampling, namely purposive sampling technique, According to Sugiyono (2013), purposive sampling is a method to ensure research illustrations with certain considerations that aim to make the information obtained later can be more representative. The sample for this study used class VII A, VII B, VII C, VII D, VII E, VII F, and VII G, and VII H as a the non-sampled. For more details, the research provides a data sample table, which can be seen in the Table 3.1 below:

Table 3.1 Data Sample

NO	Classes	Total Students	Total filled out of the Questionnaire
1.	VII A	32	32
2.	VII B	32	26
3.	VII C	32	20
4.	VII D	33	29
5.	VII E	32	25
6.	VII F	33	26
7.	VII G	32	26
8.	VII H (Non sample)	33	33
TOTAL		259	217

Based on the table above, 213 students had filled out of the questionnaire and 33 students of classes VII H as non-sample. This study sample had filled out classes VII A, VII B, VII C, VII D, VII E, VII F, VII G with the total of 184 students.

3.3. Data of the Study

The Independent variable in this study is the students' perception of the effectiveness of online learning during the Covid-19 pandemic. In this case, it was expected that students would give a certain response or behavior in the manner stated in the questionnaire. This research on student perceptions is to show the effectiveness of students in accepting online learning.

3.4. Instrument for the Study

According to Azlina et al.,(2015) research instrument is a tool used to collect, measure, and analyze data related to your subject. Research instruments can be tests, surveys, scales, questionnaires, or even checklists. Data is collected and analyzed in numerical order to explain, predict. This study used the questionnaire, the questionnaire consist of 20 close-ended question, to determine students' perceptions of the effectiveness of learning speaking through online learning during the Covid 19 pandemic.

3.4.1. Validity

Validity is an important thing in research instruments. Validity explains how well the collected data covers the actual area of investigation (Gronhaug, 2018). This study used validity test to measure the instrument, namely expert judgment and in this study it was used as a research instrument in the form of a questionnaire.

The calculation test of this research uses SPSS (Statistical product and service solution).

3.4.2. Reliability

Reliability concerns the extent to which a measurement of a phenomenon provides stable and consistent results (Carmines, 2018). Reliability is also concerned with repeatability. For example, a scale or test is said to be reliable if repeat measurement made by it under constant conditions will give the same result (Moser and Kalton, 2015). Testing for reliability is important as it refers to the consistency across the parts of a measuring instrument (Huck, 2018). A scale is said to have high internal consistency reliability if the items of a scale “hang together” and measure the same construct. The researcher used software SPSS 25 version to calculate and analyzed the data and used Cronbach Alpha formula to test the reliability of the questionnaire. Cronbach Alpha was interpreted from viewed as the most appropriate measure of reliability when making use of Likert scales. The level of reliability Cronbach Alpha was interpreted from Liliana et al. (2020) with the following Table 3.2:

Table 3.2 Levels of Reliability

Cronbach Alpha Score	Interpretation
0.81-1.00	Very Reliable
0.61-0.80	Reliable
0.41-0.60	Quite Reliable
0.21-0.40	Rather Reliable
0.0- 0.20	Less Reliable
1.0-	

3.5. Data Collecting Procedure

With the Covid-19, the researcher cannot go directly to schools to conduct research offline, therefore this research was conducted online. The steps that will be taken by researchers are as follows:

1. The researcher asked permission to the teacher in advance to join the online class group.
2. The researcher introduced himself to the students, then the researcher gave a questionnaire and explained how to fill it out as research material.
3. The researcher gave a time to answer the questionnaire
4. The researcher collected and analyzed data

3.6. Data Analysis

Data Analysis is the process of systematically applying statistical or logical techniques to describe and illustrate, condense and recap, and evaluate data. According to Shamoo (2003) various analytic procedures “provide a way of drawing inductive inferences from data and distinguishing the signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data, especially in descriptive statistical research data. The questionnaire was used as a medium of analysis using a Likert scale. The Likert scale can be implemented as an instrument that uses response and choice formats to keep it designed and measured through opinions and attitudes (McLeod, 2015).

This Likert scale study offers participants the opportunity to apply the four choices and the previously coded responses. The answer choices consist of. “Strongly Disagree”, “Disagree”, “Agree”, and “Strongly Agree”. Each response

in the study has a score that is used to measure the attitude of the participants.

Below are the scores for each response in the participant questionnaire.

Table 3.3 Likert Scale

Scale	Score
Strongly agree (SA)	4
Agree (A)	3
Disagree (DA)	2
Strongly Disagree (SDA)	1

Based on the questionnaire, participants had the right to choose the one that is experienced or felt by the questions given. In each statement, the number of students who voted for SA, A, DA, or SDA is calculated as a percentage. The formula is to calculate the percentage using SPSS (Statistical Product and service solution).

3.7. The Place and Time

This research was conducted in March with the following details.

Table 3.4 Time Schedule

No	Date	Activity
1	7 June- 13 June 2022	Manage all license letters to conduct research, especially to the head of the education office addressed to SMP 6 Semarang.
2	14 June 2022	Met with an English teacher for class VII SMP N Semarang, then discussed the research to be carried out.
3	15 June – 20 June 2022	Conducted research by giving questionnaires to students of class VII A- H through WhatsAap group.
4	21 June 2022	Recap the result of the questionnaires and farewell to the school

CHAPTER IV

ANALYSIS OF RESULT AND DISCUSSION

This chapter contains of the instrument Validity and Reliability Test, the Data Analysis, and the Discussion.

4.1. Instrument Validity and Reliability Test.

In this chapter, there are two topics discussed, namely, instrument validity and instrument reliability.

4.1.1. Instrument Validity

Validity is the accuracy or accuracy of an instrument in measuring instrument testing for data collection (Mahrens, 2015). The purpose of validity is to make the research instrument valid. In the validation of this research instrument, the researcher consulted the experts, the proposal writing supervisor, and the English teacher at SMP N 6 Semarang to see and match the instrument using the validation rubric.

The instrument validation rubrics was given and filed out by the supervisor and English teacher at SMP N 6 Semarang. The elements of the assessment rubric related to the questionnaire items can be seen in the appendix. In determining the instrument's validity, the researcher calculated using SPSS 25. The results of the validity measurement is presented in Table 4.1 below:

Table 4.1 Item Total Validity

Items	r- value	r-table 5% (31)	Description
Y1	0.600	0.334	Valid
Y2	0.443	0.334	Valid
Y3	0.616	0.334	Valid
Y4	0.726	0.334	Valid
Y5	0.744	0.334	Valid
Y6	0.675	0.334	Valid
Y7	0.651	0.334	Valid
Y8	0.498	0.334	Valid
Y9	0.595	0.334	Valid
Y10	0.589	0.334	Valid
Y11	0.253	0.334	Valid
Y12	0.712	0.334	Valid
Y13	0.393	0.334	Valid
Y14	0.367	0.334	Valid
Y15	0.389	0.334	Valid
Y16	0.411	0.334	Valid
Y17	0.378	0.334	Valid
Y18	0.352	0.334	Valid
Y19	0.650	0.334	Valid
Y20	0.436	0.334	Valid

From the results of the validity test in the table above, 20 questionnaires were filled out by 33 students in this study. To determine which instruments were valid and not, the first step was to determine the table. The formula for the r-table is $Df = N - 2$ which means $33 - 2 = 31$, so the result in the table = (0.344). The result of the validity calculation shows that the r-value of the item reach is greater than the r-table (0.344).

Based on the rubric validation, it is known that all instrument items scored 4 and 3 which indicate that the instrument was valid to be used as an instrument.

4.1.2. Reliability Test

In this study, the researcher used software SPSS version 25 to calculate and analyze the data and use the Cronbach Alpha formula to test the reliability of the questionnaire. There were 33 students who filled out the questionnaire given by the researcher from the Google form link. After obtaining students' responses to questionnaire, the researcher inputted the data into SPSS 25 version software, using the Cronbach Alpha formula. Table 4.2 below shows result of measuring the reliability.

Tabl 4.2 Reliability

Realibility Statistic	
Cronbach's Alpha	N of items
0.789	20

Based on the table above, it can be concluded that the result of the reliability calculation Cronbach Alpha are 0.789 out of 20 item questionnaire and each item has a score greater than 0.60. According to Allen, (2010), stated that the test is said to be reliable if the observed score has a high correlation with the actual score.

4.2. Data Analysis

In this chapter, the researcher explained the result of data analysis based on the problem of Students' Perception about the Effectiveness of English Online Learning during Pandemic Covid-19 in Improving Speaking Skill. The researcher used close-ended questionnaire, which included 20 statements, and data from the questionnaire sheets were filled out by 184 students. Strongly Agree (SA), Agree

(A), Disagree (DA), and Strongly Disagree (SDA). In the close-ended questionnaire, there are four aspect of effectiveness the first is Gaining learning experience, English Speaking Anxiety Level, Assessment, and Flexibility of learning implementation. To find out the interpretation of the mean score category of the each statement, it can be seen in the Table 4.3 below:

Table 4.3 Interpretation Category

Mean Score	Category
1.00-2.00	Low
2.01-3.00	Moderate
3.01-4.00	High

4.2.1. Students Perception of Gaining Learning Experience Aspect

The results of descriptive statistics on students' perceptions of Gaining Learning Experience aspect was described in the Table 4.4 as follows:

Table 4.4 Descriptive Statistic Gaining Learning Aspect

No	Items	N	Min	Max	Sum	Mean	Std.Dev	Category
1	I can easily follow the online learning that is carried out	184	1	4	463	2.52	0.685	Moderate
2	I can understand well implemented learning materials	184	1	4	465	2.53	0.591	Moderate
3	I can practice the speaking skills that are taught well	184	1	4	494	2.68	0.660	Moderate

4	I can communicate with the teacher easily	184	1	4	471	2.56	0.650	Moderate
5	If there are difficulties with the material being taught, I can ask directly to the teacher	184	1	4	491	2.67	0.681	Moderate
6	My speaking skills are improving despite learning carried out online	184	1	4	467	2.54	0.829	Moderate
7	I have enough internet quota to participate in activities learning	184	1	4	515	2.80	0.625	Moderate

The table above shows the results of the questionnaire data analysis regarding Student's perception of the effectiveness of English online learning during the covid-19 pandemic in improving speaking skills. The table above shows the responses of 7 statements on aspects of Gaining Learning Experience.

For the first statement, the number of students who filled out 20 questionnaire items was 184 students, with a minimum score of 1 and a maximum score of 4. The total score was 463, with a mean score of 2.52, and a standard deviation of 0.685. So for table calculations, the mean score is included in the moderate category. The results can be concluded that most students agree that they know and understand what online learning.

For the second statement, the minimum score is 1, and the maximum score is 4. The summation score is 465, the mean score is 2.53, and the standard deviation is 0.591. So for table calculations, the mean score is included in the moderate category. This means that most students agree that they understand the learning material well.

For the third statement, the minimum score is 1, and the maximum score is 4. The summation score is 494, the mean score is 2.68, and the standard deviation is 0.660. So for table calculations, the mean score is included in the moderate category. This means that most students agree that they can understand speaking learning through online learning.

For the fourth statement, the minimum score is 1, and the maximum score is 4. The summation score is 471, the mean score is 2.56, and the standard deviation is 0.650. So for table calculations, the mean score is included in the moderate category. It was concluded that most of the students agreed that they could communicate well when learning online.

For the fifth statement, the minimum score is 1, and the maximum score is 4. The summation score is 491, the mean score is 2.67, and the standard deviation is 0.681. So for table calculations, the mean score is included in the moderate category. It can be seen that most students agree that they are free to ask the teacher if they have difficulty in learning material.

For the sixth statement, the minimum score is 1, and the maximum score is 4. The summation score is 467, the mean score is 2.54, and the standard deviation is 0.829. So the calculation of the mean score of the table is included in the

moderate category. This means that most students agree that speaking learning are improving despite learning carried out online.

For the seventh statement, the minimum score is 1, and the maximum score is 4. The summation score is 515, the mean score is 2.80, and the standard deviation is 0.625. So the calculation of the mean score of the table is included in the moderate category. This means that most students agree that they have a quota to participate in online learning.

From statements 1 until 7, there were 7 moderate categories. In this category has a score below 3.00. It means that students get to know the experience of english online learning.

Table 4.5 Descriptive Statistic of Total

	N	Min	Max	Sum	Mean	SD	Category
Gaining_Learning	184	8	28	3366	18.29	3.337	Moderate

Table 4.6 Interpretation Mean Score

Low	$X < M - 1SD$ $X < 17.5 - 3.5$ $X < 14$
Moderate	$M - 1SD \leq X < M + 1SD$ $17.5 - 3.5 \leq M < 17.5 + 3.5$ $14 \leq x < 21$
High	$M + 1SD \leq X$ $17.5 + 3.5 \leq x$ $21 \leq x$

From these results, the total minimum score was 8, and the maximum score was 28. The sum total score was 3366, the mean score of the total descriptive statistics on the gaining learning aspect was 18.29, and the total score standard

deviation was 3.337. So for the calculation of the table interpretation mean score was included in the moderate category. It can be concluded that students' perceptions of the gaining learning aspect have a positive perception.

4.2.2. Students Perception of English Speaking Anxiety Level

The result of descriptive statistic on students' perception of English Speaking Anxiety Level Table 4.7 as follows:

Table 4.7 Descriptive Statistic of English Speaking

No	Items	N	Min	Max	Sum	Mean	Std.Dev	Category
8	I feel more comfortable if I am asked to practice speaking English by online	184	1	4	514	2.79	0.619	Moderate
9	My heart does not beat fast when I practice speaking in an online class	184	1	4	538	2.92	0.548	Moderate
10	I do not feel anxious or afraid when asked to practice the conversation in English conducted online	184	1	4	515	2.80	0.643	Moderate
11	Compared to when asked to speak English in class, speaking English in online classes is not astounding	184	1	4	548	2.98	0.490	Moderate

The table above shows the results of the questionnaire data analysis regarding student's perception of the effectiveness of English online learning

during the covid-19 pandemic in improving speaking skills. The table above shows the responses of 4 statements on aspects of English Speaking Anxiety Level.

For the first statement, the number of students who filled out the 20 questionnaire items was 184 students, with a minimum score of 1 and a maximum score of 4. The total score was 514, with an mean score of 2.79, and a standard deviation of 0.619. So for table calculations, the average score is included in the moderate category. The results of the study can be concluded that most students agree that they are more comfortable practicing speaking English online.

For the second statement, the minimum score is 1, and the maximum score is 4. The summation score is 538, the mean score is 2.92, and the standard deviation is 0.548. So for table calculations, the mean score is included in the moderate category. This means that most students agree that they are not nervous and calm when learning speaking in English online.

For the third statement, the minimum score is 1, and the maximum score is 4. The summation score is 515, the mean score is 2.80, and the standard deviation is 0.643. So for table calculations, the mean score is included in the moderate category. This means that most students agree that they do not feel anxious when asked by the teacher to practice speaking in English online.

For the fourth statement, the minimum score is 1, and the maximum score is 4. The summation score is 548, the mean score is 2.98, and the standard deviation is 0.490. So for table calculations, the mean score is included in the moderate category. It was concluded that most of the students agreed that they did not feel tense when learning English through online compared to in person when in class.

From statements 8 until 11, there were 4 categories categories and 4 moderate categories In this category has a score below 3.00. It means that students english speaking anxienty level.

Table 4.8 Descriptive Statistic of Total Score

	N	Min	Max	Sum	Mean	SD	Category
English Speaking	184	6	16	2115	11.49	1.588	Moderate

Table 4.9 Interpretation Mean Score Category

Low	$X < M - 1SD$ $X < 10 - 2$ $X < 8$
Moderate	$M - 1SD \leq X < M + 1SD$ $10 - 2 \leq M < 10 + 2$ $8 \leq x < 12$
High	$M + 1SD \leq X$ $10 + 2 \leq x$ $12 \leq x$

From these results, the total minimum score was 6, and the maximum score was 16. The sum total score was 2115, the mean score of the total descriptive statistics on the English speaking anxienty was 11.49, and the total score standard deviation was 1.558. So for the calculation of the table interpretation mean score was included in the moderate category. It was concluded that most of the students agreed that they did not feel tense when learning English through online compared to in person when in class.

4.2.3. Students' Perception of the Assessment Aspect

The result of descriptive statistic on students' perception of Assessment aspect Table 4.10 as follows:

Table 4.10 Descriptive Statistics of the Assessment Aspect

No	Items	N	Min	Max	Sum	Mean	Std.Dev	Category
12	Assessment of speaking skills (speaking) can be done online well	184	1	4	510	2.77	0.679	Moderate
13	The teacher assesses the students' speaking ability by asking or interview students online	184	1	4	556	3.02	0.661	High
14	The teacher assesses speaking ability by asking students to make English videos	184	1	4	539	2.93	0.678	Moderate
15	I work on the English conversation video assignment seriously	184	1	4	563	3.06	0.514	High
16	I can do the exercises given by the teacher well	184	1	4	551	2.99	0.517	Moderate

The table above shows the results of questionnaire data analysis regarding students' perceptions of the effectiveness of online English learning during the covid-19 pandemic in improving speaking skills. The table above shows the responses of the 5 statements on the assessment aspect.

For the first statement, the number of students who filled out 20 questionnaire items was 184 students, with a minimum score of 1 and a maximum score of 4. The total score was 510, with an mean score of 2.77, and a standard deviation of 0.679. So for table calculations, the mean score is included in the moderate category. The results of the study can be concluded that most students agree that the assessment of speaking skills can be done well online.

For the second statement, the minimum score is 1, and the maximum score is 4. The summation score is 556, the mean score is 3.02, and the standard deviation is 0.661. So for table calculations, the mean score is included in the high category. This means that most students agree that teachers can assess students' speaking ability by asking or interviewing online.

For the third statement, the minimum score is 1, and the maximum score is 4. The total score is 539, the mean score is 2.93, and the standard deviation is 0.678. So for table calculations, the mean score is included in the moderate category. This means that most students agree that teachers can assess students' abilities through making English videos.

For the fourth statement, the minimum score is 1, and the maximum score is 4. The summation score is 563, the mean score is 3.06, and the standard deviation is 0.514. So for table calculations, the mean score is included in the high category. It was concluded that most of the students agreed that they could do the English conversation video task seriously.

For the fifth statement, the minimum score is 1, and the maximum score is 4. The summation score is 551, the mean score is 2.99, and the standard deviation

is 0.517. So for table calculations, the mean score is included in the moderate category. It can be seen that most of the students agree that they can do the exercises given by the teacher well.

From statements 12 until 16, there were 3 moderate categories and 2 high categories. The highly mean score category indicated in statement number fifteen “I work on the english conversation video assignment seriously” with scored 3.06. It means the students’ find it easy to do especially video assignment.

Table 4.11 Descriptive Statistic of total Scores

	N	Min	Max	Sum	Mean	SD	Category
Assesment	184	6	20	2719	14.77	1.941	Moderate

Table 4.12 Interpretation Mean Scores Category

Low	$X < M - 1SD$ $X < 12.5 - 2.5$ $X < 10$
Moderate	$M - 1SD \leq X < M + 1SD$ $12.5 - 2.5 \leq M < 12.5 + 2.5$ $10 \leq x < 15$
High	$M + 1SD \leq X$ $12.5 + 2.5 \leq x$ $15 \leq x$

From these results, the total minimum score was 6, and the maximum score was 20. The sum total score was 2719, the mean score of the total descriptive statistics on the assesment aspect was 14.77, and the total score standard deviation was 1.941. So for the calculation of the table interpretation mean score was included in the moderate category. It can be concluded that students' perceptions of the assessment aspect have a positive perception.

4.2.4. Students' Perception of the Flexibility of Learning Implementation.

The result of descriptive statistic on students' perception of Flexibility of Learning Implementation aspect Table 4.13 as follows:

Table 4.13 Descriptive Statistic of Flexibility

No	Items	N	Min	Max	Sum	Mean	Std.Dev	Category
17	I can follow online learning from home so I can be more saving time	184	2	4	569	3.09	0.464	High
18	If needed, I can get a recording of learning activities	184	1	4	553	3.01	0.462	High
19	I can repeat the recording of learning activities to deepening of understanding	184	1	4	532	2.89	0.716	Moderate
20	I can ask friends about the things that I am lacking understand	184	2	4	593	3.22	0.501	High

The table above shows the results of questionnaire data analysis regarding students' perceptions of the effectiveness of online English learning during the covid-19 pandemic in improving speaking skills. The table above shows the responses of the 4 statements on the Flexibility aspect of learning implementation.

For the first statement, the number of students who filled out the 20 questionnaire items was 184 students, with a minimum score of 2 and a maximum score of 4. The total score was 569, with a mean score of 3.09, and a standard

deviation of 0.464. So for table calculations, the mean score is included in the high category. The results of the study can be concluded that most students agree that online learning from home saves time.

For the second statement, the minimum score is 1, and the score the maximum is 4. The summation score is 553, the mean score is 3.01, and the standard deviation is 0.462. So for table calculations, the mean score is included in the high category. This means that most students agree that they can record ongoing online learning.

For the third statement, the minimum score is 1, and the maximum score is 4. The summation score is 532, the mean score is 2.89, and the standard deviation is 0.716. So for table calculations, the mean score is included in the moderate category. This means that most students agree that they can repeat the learning recordings to deepen their understanding.

For the fourth statement, the minimum score is 2, and the maximum score is 4. The summation score is 593, the mean score is 3.22, and the standard deviation is 0.501. So for table calculations, the mean score is included in the high category. It was concluded that most students agreed that they could ask their friends if they did not understand the learning material.

From statements 17 until 20, there were 3 high moderate categories and 1 moderate categories. The highly mean score category indicated in statement number twenty "I can ask friends about the things then I am lacking understand" with scored 3.22. In this case, students are more free to ask their friends when they find it difficult.

Table 4.14 Descriptive Statistic of Total Score

	N	Min	Max	Sum	Mean	SD	Category
Flexibility	184	10	20	2798	15.20	1.585	High

Table 4.15 Interpretation Mean Category

Low	$X < M - 1SD$ $X < 10 - 2$ $X < 8$
Moderate	$M - 1SD \leq X < M + 1SD$ $10 - 2 \leq M < 10 + 2$ $8 \leq x < 12$
High	$M + 1SD \leq X$ $10 + 2 \leq x$ $12 \leq x$

From these results, the total minimum score was 10, and the maximum score was 20. The sum total score was 2798, the mean score of the total descriptive statistics on the flexibility of learning implementation was 15.20, and the total score standard deviation was 1.585. So for the calculation of the table interpretation mean score was included in the high category. It can be concluded that students' perceptions of the flexibility of learning implementation aspect have a positive perception.

Table 4.16 Descriptive Statistic Overall Items

	N	Min	Max	Sum	Mean	SD	Category
Descriptive statistics of the overall items	184	35	77	1044	56.78	6.443	Moderate

From these descriptive statistics of the overall items, the total minimum score was 35, and the total maximum score was 77. The total score sum was 1044, the mean score of the total items of all aspects was 56.78, and the total standard

deviation was 6.443. So for the calculation of the table interpretation mean score was included in the moderate category. It can be concluded that students' have perceived a moderate in the effectiveness of English online learning during pandemic covid-19 in improving speaking skill.

4.3. Discussion

In this discussion, the researcher wants to discuss the above questionnaire by explaining the results of the aspect statement. There are 4 aspects of students' perceptions about the effectiveness of learning English online during the covid 19 pandemic, especially in learning speaking skills, the first aspect is gaining learning experience, level of anxiety speaking English, assessment, and flexibility of learning implementation.

This study used a questionnaire, 20 statement items aim to determine students' perceptions of the effectiveness of online English learning during the covid-19 pandemic in improving speaking skills. The following are the results of the analysis of perception data from the 4 aspects of the statement obtained as follows:

The first aspect about gaining learning experience, there are 7 statements in the moderate category, the question that has the most moderate category is the first question, namely "I can easily follow the online learning that is carried out" with a score of 2.52 filled out by 184 students. According to Purwanti (2015). Online learning is a solution to continue to carry out teaching and learning activities even though although not done face to face. From the explanation above, it can be said that students can do online learning effectively. Students can better understand the

learning that is done online because it becomes easier for students to follow learning effectively.

The second aspect about the level of anxiety in speaking English, this statement has 4 points, which overall in this aspect has a moderate category with the most moderate score, namely: "I do not feel anxious or afraid when asked to practice conversations in English conducted online. " has a score of 2.80 and this statement is filled out by 184 students with an average number of 515, therefore this statement belongs to the medium category. Speaking skills also mean a person's skills in language in expressing opinions or conveying messages according to the needs of the listener (Abidin, 2015). This statement can be seen that students do not need to be anxious when asked to practice speaking English.

The third aspect, namely Assessment, has 5 statements, there are 5 moderate statements and 2 high statements. One of the statements, namely "Teachers assess students' speaking ability by asking questions or interviewing students online" has a score of 3.02 with students who fill out the questionnaire is 184. A statement that states one of them is "I can do the exercises given by the teacher well. According to Purnama (2015), that students have high learning motivation and are actively involved during online learning activities. Students also find it easier to express themselves and feel that learning is not boring and more interesting so that students' speaking skills improve.

The fourth aspect is the flexibility of learning implementation. there are 4 statements stating that 3 indicate the high category, and 1 indicates the moderate category, the high category one of which is "I can follow online learning from home

so I can be more saving time" has a score of 3.09 with the number of students filling in is 184, with the statement above that students can be more effective when participating in online learning from home because it saves time so they can learn more optimally. The statement indicating the moderate category "I can repeat the recording of the learning activities to deepening of understanding" has a score of 2.89 which means that students when completing online learning can play back the recordings that have been learned, and this statement is filled by 184 students with moderate category. Speaking skills are abilities that must be mastered by students as a means of communication, sharing knowledge, ideas, thoughts, and messages/information with a specific purpose (Darmuki, 2019). Other than that, students as prospective teachers are required to have speaking skills that are used to communicate with students during the implementation of learning.

In the descriptive statistics of the overall items in table 4.16, the total mean score was 56.78. It means that students have a perceived moderate category of overall items. From the results of the data presented above, most of the students in class VII A-G agree that gaining learning experience, English speaking learning, assessment, and flexibility of learning implementation. The overall descriptive statistics for the students' effectiveness of English online learning include the moderate category.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of the conclusion based on the data analysis result, and discussion of this study in the previous chapter and the suggestion related to the research.

5.1. Conclusion

This study aims to describe the perception of the VII graders of SMP N 6 Semarang about the effectiveness of English online learning during pandemic covid-19 in improving speaking skills. Based on the results of the previous chapters, it can be concluded that students' perceptions of online learning during the COVID-19 pandemic was moderate. This can be seen in chapter 4 which discusses the four aspects that students feel when learning online, especially in learning speaking. The mean score of the gaining learning experience aspect is 18.29 which is included in the moderate category, the mean score of the English speaking anxiety aspect showed 11.49 is included in the moderate category, and the mean score of the assessment aspect showed 14.77 is included in the moderate category and the mean of flexibility of learning aspect showed 15.20 is included in the high category. Finally, the mean score of all aspects showed 58.78 including the moderate category. Therefore, online learning is effective during the Covid-19 pandemic, especially in learning speaking skills, but only at a moderate level.

5.2. Suggestion

Based on the results of the study, the researcher would like to give some suggestions for students, teachers, and other researchers, as follows:

1. Students

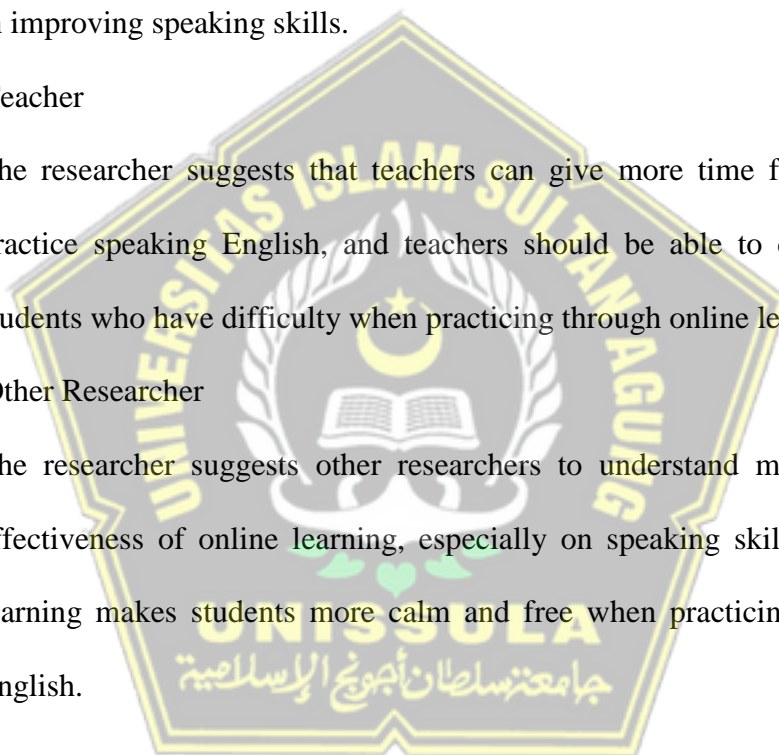
The researcher suggests that students can improve speaking in English when learning online, so that students feel free to practice and have more confidence in improving speaking skills.

2. Teacher

The researcher suggests that teachers can give more time for students to practice speaking English, and teachers should be able to care more for students who have difficulty when practicing through online learning.

3. Other Researcher

The researcher suggests other researchers to understand more about the effectiveness of online learning, especially on speaking skills, and online learning makes students more calm and free when practicing speaking in English.



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