

**STUDENTS' PERCEPTION TOWARD ONLINE
LEARNING IN PANDEMIC SITUATIONS IN
ENGLISH SPEAKING CLASSROOMS AT IAIN
PALANGKA RAYA**

THESIS



**BY
WAHYUTAMI DEWI**

STATE ISLAMIC INSTITUTE OF PALANGKA RAYA

2021 M/ 1443 H

**STUDENTS' PERCEPTION TOWARD ONLINE LEARNING IN
PANDEMIC SITUATIONS IN ENGLISH SPEAKING CLASSROOMS AT
IAIN PALANGKA RAYA**

THESIS

Presented to
State Islamic Institute of Palangka Raya in partial fulfillment of the requirements
For the degree of *Sarjana* in English Language Education



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DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2021 M/1443 H**

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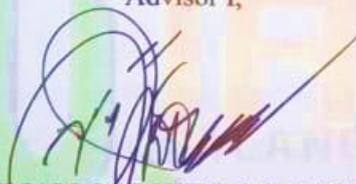
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Study Program : English Education

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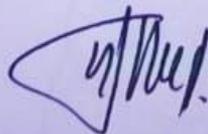
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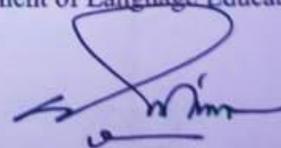
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Assalamu'alaikum Wr. Wb.

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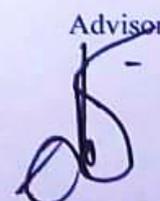
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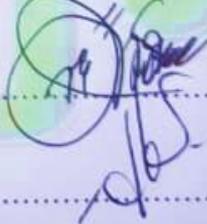
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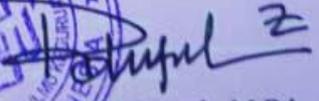
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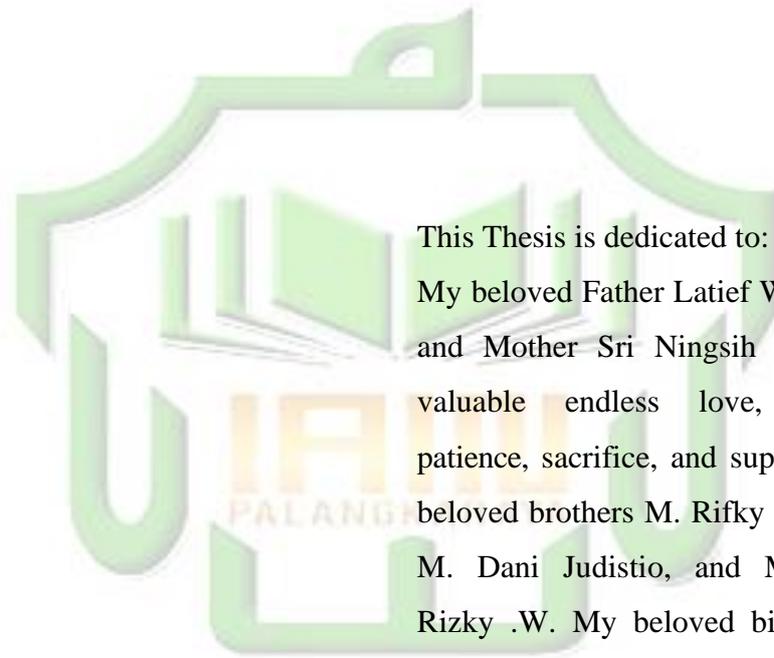
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MOTTO AND DEDICATION

“If you want it, work for it.”



This Thesis is dedicated to:

My beloved Father Latief Wachyudi and Mother Sri Ningsih for their valuable endless love, prayer, patience, sacrifice, and support. My beloved brothers M. Rifky Judianto, M. Dani Judistio, and M. Daffi Rizky .W. My beloved big family member of “The Salman Family” group.

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah

Herewith, I:

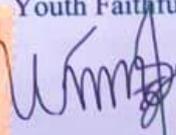
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Declare that:

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2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any person.
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Palangka Raya, 16th August 2021
Youth Faithfully




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ABSTRACT

Dewi, Wahyutami. (2021). *Students' Perception Toward Online Learning in Pandemic Situations in English Speaking Classrooms at IAIN Palangka Raya*. Thesis, Department of Language Education. Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Dr. Imam Qalyubi, M. Hum, (II) Aris Sugianto, M. Pd.

Key Words: Perception, Online learning, Speaking, Covid-19, Pandemic

The Minister of Education and Culture, Nadiem Anwar Makarim, issued Circular Number 3 of 2020 on the Implementation of Emergency Coronavirus Education (Covid-19), which stressed that online (distance) learning was carried out to provide students with meaningful learning experiences. IAIN Palangka Raya is one of the campuses that implement online learning in a pandemic situation. The Public Speaking Survival English course is the first speaking class that uses online learning in the second semester. Thus, online learning is a new thing that requires adaptation for students in speaking classes. So, the Public Speaking course, which was held during the Covid-19 pandemic, brought out some dilemmas on students' comprehension. This study was aimed to know the students' perception of online learning in Public Speaking class during the Covid-19 pandemic.

This study was a qualitative descriptive approach. Three instruments were used to collect the data. Those are observations, interviews, and documentation. The subjects of this study were the second-semester students of the English Education Study Program in IAIN Palangka Raya. Purposive sampling was used to determine them based on some criteria needed.

The results showed that the second-semester students in the Public Speaking class at IAIN Palangka Raya academic year 2020 positively perceived online learning in the Public Speaking class during the pandemic situation. They consider online learning to help their teaching and learning activities even though it is not entirely practical. The findings also showed that students who live in suburbs and borderland in Central Kalimantan most often experienced problems when learning online due to rain/bad weather and power outages, resulting in unstable internet networks that interfere with online learning activities. In addition, there are internal and external factors that students feel during online learning in the Public Speaking class, which become obstacles. The internal factors include; Lack of confidence when using English, nervousness, feeling shy, pronouncing, and being afraid of making mistakes in using English. In contrast, the external factors that become obstacles for students are; Lack of vocabulary mastery, internet network, internet quota, study time, and noisy home activities.

ABSTRAK

Dewi, Wahyutami. (2021). *Persepsi Siswa Terhadap Pembelajaran Online Dalam Situasi Pandemi di Kelas Berbicara Bahasa Inggris di IAIN Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa. Fakultas Keguruan dan Ilmu Pendidikan Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Dr. Imam Qalyubi, M.Hum, (II) Aris Sugianto, M.Pd.

Kata Kunci: Persepsi, Pembelajaran Online, Berbicara, Covid-19, Pandemi

Menteri Pendidikan dan Kebudayaan, Nadiem Anwar Makarim, menerbitkan Surat Edaran Nomor 3 Tahun 2020 tentang Penyelenggaraan Edukasi Darurat Virus Corona (Covid-19), salah satunya menekankan bahwa pembelajaran online (jarak jauh) dilakukan untuk memberikan pengalaman belajar yang bermakna kepada siswa. IAIN Palangka Raya merupakan salah satu kampus yang menerapkan pembelajaran online dalam situasi pandemi. Pada semester kedua, mata kuliah *Public Speaking Survival English* merupakan kelas berbicara pertama yang menggunakan pembelajaran online. Dengan demikian, pembelajaran online merupakan hal baru yang membutuhkan adaptasi bagi siswa di kelas berbicara. Sehingga, mata kuliah Public Speaking yang diadakan di masa pandemi Covid-19 ini memunculkan beberapa dilema pemahaman mahasiswa. Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap pembelajaran online di kelas Public Speaking selama masa pandemi Covid-19.

Penelitian ini menggunakan pendekatan deskriptif kualitatif. Tiga instrumen yang digunakan untuk mengumpulkan data, yaitu: observasi, wawancara, dan dokumentasi. Subyek penelitian ini adalah mahasiswa semester dua Program Studi Pendidikan Bahasa Inggris di IAIN Palangka Raya. Purposive sampling digunakan untuk menentukannya berdasarkan beberapa kriteria yang dibutuhkan.

Hasil penelitian menunjukkan bahwa mahasiswa semester kedua di kelas Public Speaking di IAIN Palangka Raya angkatan 2020 memberikan persepsi positif terhadap pembelajaran online di kelas *Public Speaking* selama situasi pandemi. Mereka menganggap pembelajaran daring membantu kegiatan proses belajar mengajar mereka meski tidak sepenuhnya efektif. Temuan juga menunjukkan bahwa mahasiswa yang tinggal di wilayah pinggiran kota dan perbatasan di Kalimantan Tengah paling sering mengalami kendala saat pembelajaran online dikarenakan hujan/cuaca buruk dan juga pemadaman listrik yang mengakibatkan jaringan internet tidak stabil sehingga mengganggu aktivitas pembelajaran online. Selain itu, ada faktor internal dan eksternal yang dirasakan oleh mahasiswa selama pembelajaran daring di kelas Public Speaking yang menjadi kendala. Faktor internal itu antara lain adalah; kurang percaya diri saat menggunakan bahasa Inggris, gugup, malu, pengucapan, dan takut salah dalam menggunakan bahasa Inggris. Sedangkan faktor eksternal yang menjadi kendala bagi siswa adalah; kurangnya penguasaan kosakata, jaringan internet, kuota internet, waktu belajar, dan aktivitas rumah yang membuat bising.

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The researcher wishes to express her heartfelt gratitude to Allah SWT for the blessings given on him throughout his life, especially during the thesis writing process, without which this thesis would not have reached its final shape. *Sholawat* and *salam* will always be showered to the last prophet Muhammad SAW for showing the role of life in make our life come true.

Her appreciation is addressed to:

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Palangka Raya, 16th August 2021
The Researcher,

Wahyutami Dewi
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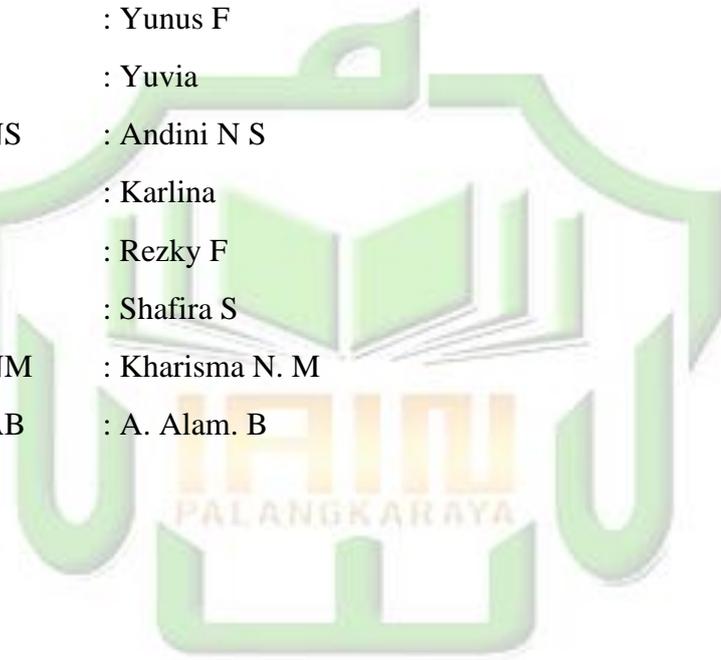
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LIST OF ABBREVIATION

1. A : Aqli
2. MR : Mela R
3. MA : Mutia A
4. AA : Aulia Azzahra
5. ED : Eva Daroyati
6. ZK : Zahwa K
7. PA : Putri Aulia
8. YF : Yunus F
9. Y : Yuvia
10. ANS : Andini N S
11. K : Karlina
12. RF : Rezky F
13. SS : Shafira S
14. KNM : Kharisma N. M
15. AAB : A. Alam. B



LIST APPENDICES

1. Interview Transcript
2. Screenshot Observation
3. Screenshot Interview



CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significances of the study, limitation of the study, and organization of the study.

A. Background of the Study

Today in the modern era, humans have managed to find a wide range of useful technologies for their daily lives. Many technological innovations have been present in the community created to meet people's daily needs.

According to Raja (2018), in the field of education, the role of technology is fourfold: it is included as part of the curriculum, as a system of instructional delivery, as a means of supporting instructions, and also as a tool to improve the entire learning process. The technology used in education can be in the form of the Internet or applications that support the online learning process, such as *WhatsApp*, *Zoom*, *Google Classroom*, etc., which help facilitate the teaching and learning process.

The Minister of Education and Culture, Nadiem Anwar Makarim, issued Circular Number 3 of 2020 on the Implementation of Emergency Coronavirus Education (Covid-19), one of which stressed that online (distance) learning was carried out to provide students with meaningful learning experiences without being burdened by the demands of

completing all classroom and graduation curriculum achievements. So, in the current situation of the Covid-19 pandemic, online learning was chosen to be one of the best solutions to meet the needs of learning to speak English. According to Dabbagh and Bannan-Ritland in Morales (2010), online learning is mediated guidance via the Internet. Guidance might be synchronous or asynchronous, and different advances can be used to mediate the process. Online learning is a change in the learning process where students not only listen to material descriptions directly from their teachers, but students can learn teaching material that can be visualized in various formats or forms that are more dynamic and interactive which can be accessed anywhere, even the distance of teachers and students and students is far away.

IAIN Palangka Raya is one of the campuses that implements online learning in a pandemic situation. In the second semester, the Public Speaking Survival English course is the first speaking class that uses online learning. Thus, online learning is a new thing that requires adaptation for students in speaking classes. The views of students about this learning system will also vary.

The researcher chooses this topic research because it is a relevant topic today, especially in pandemic situations through online learning in English-speaking classrooms. According to Baron (2020), student interaction plays an essential role in the classroom because students can improve their speaking skills in a classroom environment. However, in the

speaking class that used online learning, we will not look at hand movements, body language, eye contact, and other components' effectiveness in speaking. We will not feel talking directly with lecturers or friends in the class. Public Speaking course which was held during Covid-19 pandemic brought out some dilemma on students' comprehending.

In this study, the researcher is interested in exploring students' perception about online learning are applied in their speaking class. In other words, the researcher wants to know that during the Covid-19 pandemic, the second-semester students of the IAIN Palangka Raya English education study program are still learning well or not through the online learning system.

This research needs to be done for several reasons: (1) Online learning is used as a learning system in the Public Speaking class. The *Public Speaking Survival English* subject is for the first time speaking class in the second semester of the TBI study program. So that during the pandemic, the second-semester students in the Academic Year 2020/2021 experience learning speaking classes online. (2) Speaking is a communication skill that is usually learned directly / orally to practice it (3) the researcher is curious about students' perceptions of online learning in the Public Speaking class during the pandemic situation. By knowing student perceptions, the lecturer can better understand students in the learning process.

B. Research Problem

The problem investigated is stated as follows:

1. How is students' perception toward the implementation of online learning in English Speaking classrooms?
2. What are the handicaps on the implementation of online learning in English Speaking classrooms?

C. Objective of the Study

The objective of this research is as follows:

1. To describes students' perception of the implementation of online learning in English Speaking classrooms.
2. To find out the handicaps on the implementation of online learning in English Speaking classrooms.

D. Scope and Limitation

This research focuses on the second-semester English Education Study Program of IAIN Palangka Raya in Academic Year 2020/2021 during the Covid-19 pandemic.

To direct this research, the researcher focuses on the student's perception or student's response toward online learning in English-speaking classrooms. The researcher limits the research only to second-semester students of IAIN Palangka Raya. Since this study focuses on IAIN Palangka Raya students, another institution's results cannot be generalized.

E. Significance of the Study

The Significance of the research is divided into:

1. Theoretical Significance

- a. The researcher hopes that the findings of this study can support and complement previous theories related to the use of Online Learning in English Speaking classrooms.

2. Practical Significance

a. Students

Students in pandemic situations can use online learning. The subject matter is still obtaining, even though students and lecturers are far away and without face to face in the classroom.

b. Lecturer

This research may become evaluation data to enhance the quality of online learning in the future. Furthermore, by knowing the problem, the lecturer can know whether any obstacles are felt by students and the extent of their understanding of the material presented through online learning. Also, the lecturer can choose online learning strategies that make it easier for students in English-speaking classrooms.

c. Other Researchers

The researcher hopes that this research's findings will reference the effectiveness of online learning in the teaching-learning process. The researcher hopes that other researchers can continue this

research to more in-depth studies. Also, the researcher hopes that this study will become a reference for other researchers in related topics.

F. Definition of Key Terms

1. Perception

The senses may define perception as the capacity to see, hear, or become conscious of something.

2. Speaking

Speaking is a way of bringing a message from one person to another. Communication cannot be good without speaking to interact with people. Speaking is an ability or skill to produce or reproduce a message in a spoken language.

3. Online learning

Online learning can be described as learning that takes place over the Internet.

4. Pandemic

A pandemic is an epidemic of illness that happens rapidly all over the world. In other words, this disease has become a common issue for all people of the world. Covid-19 is one example of a disease that is known as a pandemic at this time

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discussed and reviewed related literature that consisted of explanations of the related study, perception, speaking, online learning, and pandemic.

A. Related Studies

In this chapter, some literature related to the study is reviewed to clarify the students' intentions. Researchers found five related studies conducted by previous researchers.

First, Yee (2011), this study investigates Malaysian students' perspectives in an Australian University. This study investigates the kinds of challenges that international students face and how they deal with online learning. A mixed-method approach was used to collect quantitative and qualitative data using a modified Online Learning Environment (OLES) tool and focus group interviews. The study results indicated that by establishing and maintaining a sense of learning community, improving student self-motivation, and the professional development of lecturers/tutors, unit coordinators, and learning support staff, the university could improve the quality of the blended online learning environment.

Second, the research which had been conducted by Maskun et al. (2020). This research used a descriptive verification study with an ex post

facto and survey approach. This research aims to determine the effect of perceptions of students on the implementation of online learning. This research used observation, documentation, interview, and questionnaire techniques. The results of this study reveal that although some students were less satisfied with online learning, the majority of students already knew that online learning had a good perception of the application of such learning.

Third, Sujarwo et al. (2020). In this study, the researcher investigates university students' perspectives on utilizing online learning during the COVID19 pandemic. In this study, the qualitative descriptive approach was employed. The subject of this study was the students of Universitas Megarezky Department of Elementary School Teacher Education, Physical Education, Sociology, and English Education in the 2019/2020 academic year. The study tools were a questionnaire obtained by google form by analyzing participants' responses to understand their perspectives in online learning and in- depth interview. The study showed that students had not previously used online learning before the pandemic because learning was conducted in the classroom. Students are interested in using online learning during the covid-19 pandemic, which can be accessed flexibly, anywhere, and everywhere. It can be concluded that student's perspectives on online learning had a positive effect during the pandemic of covid-19.

Fourth, Baron (2020). This research used descriptive qualitative. This

research aims to identify appropriate online applications that suit student requirements for learning to speak English. This research used an interview, observation, and questionnaire. The results indicated that the meeting between zoom and google hangouts is a popular video application. While the Youtube website is an interestingly selected web application for English-speaking learning and social media, WhatsApp is easy to use in learning English. It is capable of creating a group. The study's implication is to increase the creativity of teachers using the online application.

Fifth, Mamattah (2016), this study investigates students' perception of online learning. This study aims to discover the opinions of e-learning among students, which is an alternative to traditional teaching and learning. This study aims to show that most students believe that e-learning is an innovative idea and must be encouraged. However, few concerns have been identified, such as the fear of employers' discrimination against those who study through e-learning. Hybrid learning, a combination of online learning and face-to-face learning, has also been recognized as the preferred mode of learning for respondents.

Sixth, Chen (2016). This research aims to find out students' perceptions through the current state and future expectations about e-Learning. This research used a questionnaire. The study results show that Face-to-face learning is still the delivery method that students love the most until they get better learning results. In this study, integrated learning

and e-Learning are only complementary to face-to-face learning to meet different students' needs.

Seventh, Fitriani et al. (2020), this study seeks to understand the perspective of online learning from students in the COVID-19 Pandemic on speaking class. To gather qualitative and quantitative data together, this study used a mixed-method design. The researcher used random sampling technology to collect the data. To obtain quantitative data, 20 questionnaire items were distributed to 83 participants randomly selected by non-English department students. The findings were analyzed during COVID-19 to determine the students' online learning perspective on speaking class.

Based on the research above, the researcher conducted different studies. Previous research has similarities with this study, where all of them use online educational learning. However, this study is further from the analysis above, which describes students' perceptions of online learning in the speaking class in the Public Speaking Survival English course in the second semester at IAIN Palangka Raya. Moreover, the striking difference between these studies is the subject and where the research is conducted. This online learning research in the Public Speaking Survival English class was first shown during the Covid-19 pandemic, especially at IAIN Palangka Raya.

B. Theoretical Review

1. Perception

Perception is the object, event, and relationship experience

acquired by resuming and interpreting message information. Resuming data and predicting messages gives a sense of stimulus- response that involves attention, hope, motivation, and memory. Walton (2010, p.99) stated that "perception is a process that is preceded by the sensing process, which is the process of receiving stimulus by individuals through the sensory devices or also called sensory processes." According to Qiong (2017, p.18), perception is a process experienced to achieve awareness or understanding of sensory information.

According to Michotte in Agung et al. (2020), perception develops as a phase in action that helps us adapt our activities to the environment in which people live. According to Derryberry & Tucker (1994), the meaning of perception is to receive, gather, and take possession of action, apprehension with the mind or senses, and perception is the first step in social cognition, commonly considered the first step in perception. Furthermore, according to McShane and Glinow (2005, p.76), perception is the process of receiving information from the world around us, and it makes sense.

According to Sobur (2003, p.446), perception can be divided into three steps: selection, interpretation, and reaction:.'

- a. Selection is the process of filtering by the senses to external stimuli; the intensity and type can also be many or few.
- b. Interpretation, which is the process of organizing information so

that it has meaning for someone. In this phase, the stimuli received are then organizing into a form. Interpretation is influenced by several factors, namely past experiences, value systems adopted, motivation, personality, and intelligence. However, perception also depends on one's ability to categorize the information it receives, namely the process of reducing complex information to more straightforward.

- c. The reaction is the behavior after the selection and interpretation process.

According to E. Burns (2009, p.304), perceptions are divided into positive and negative perceptions in identifying the student's perception. Self-perception has to act by all personal acts, think, and do about themselves, capabilities, and bodies. It is also prejudice by the reaction of others to them. In turn, this perception influences the demeanors each individual obtains and the choices each human being makes through life.

- a. Positive perception is a valuable present that prepares the self-confidence and power to catch on to the world, endure crises, and focus outside oneself. It increases the construction of relationships and giving to others.
- b. The negative perception is disposed to focus on their desires, trying to acquire and prove their self-worth.

So, based on the statement above, the researcher can be

concluded that perception is a way for students to interpret their understanding of what they feel through their perspective about reality. The perception of us and others is different because it depends on each other's point of view. Perception also includes how we react to information and use it to communicate with our environment. In this research, perception refers to the response of students toward online learning in pandemic situations.

2. Speaking

Four skills are included in teaching English: listening, speaking, reading, and writing. One of the most challenging aspects for students to master is speaking. In short, Speaking is a skill that can be used to express what students are going to say. Speaking is considered the most sought-after skill in a foreign language for an individual to be accepted as competent. Speaking is a way of bringing a message from one person to another. According to Gert and Hans (2008, p. 207), speaking is speech or utterances intended to be recognized by the speaker, and the receiver processes the statements to recognize their intentions. Communication cannot be good without speaking to interact with people. Speaking is an ability or skill to produce or reproduce a message in a spoken language.

Burkart (1998 p. 11) stated that speaking is an activity involving the fields of knowledge. They are the mechanics (pronunciation, grammar, and vocabulary); with the correct pronunciation, the right

words are used in the proper order. According to Penny (1988), speaking is the use of structure in a speech to convey meaning. Speaking requires learners to know not only how to speak. Specific language points such as grammar, pronunciation, or vocabulary (linguistic competence) are generated, but they also understand when, why, and in what ways language is produced (sociolinguistic competence). In Susanty et al., according to Thornbury. (2017), speaking is significant in learning a language; if someone wants to master a language, they need to learn how to speak in English.

According to Brown and Yule (1983), speaking is the ability in real-life situations that students will primarily be judged on. It is an essential part of daily communication, and a person's first impression is most often based on his or her ability to speak fluently and comprehensively. Therefore, teachers are responsible for preparing students as much as possible to speak in the real world outside the classroom in English.

a. Component of Speaking

According to Harris in Kurniati et al. (2015), five speech ability components are related to comprehension, grammar, vocabulary, fluency, and pronunciation.

1) Comprehension

Comprehension requires a person to respond to oral communication, speaking, and directing it. In teaching

English, the teacher must explain the language and fluent (flowing and natural) language to the learners to speak accurately (clear, articulate, grammatically, and phonologically correct). Accuracy components include pronunciation, vocabulary, and grammar.

2) Grammar

For learners to arrange a correct sentence in conversation, grammar is required. Grammar is also useful for learning the right method to acquire a language, both orally and in writing.

3) Vocabulary

For effective communication, vocabulary knowledge is indispensable. The appropriate diction that is used in communication means vocabulary. Without sufficient vocabulary, both oral and written forms cannot effectively communicate or express their ideas.

4) Fluency

Fluency is the ability to effortlessly, smoothly, and expressively read, speak, or write. Fluency can be described as the capacity for fluent speech precisely and accurately. Fluency in Speaking is the goal of many learners of languages. A reasonably fast speech speed and only a tiny number of pauses and "ums" or "ers" include signs of

fluency.

5) Pronunciation

Pronunciation is the ability to study how words in a particular language are produced when people speak. In speaking, pronunciation plays a vital role in making it easy to understand the communication process. Siahpoosh (1991) states that the pronunciation class, along with attention to stress, rhythm, and intonation, gave immediate attention to phones and their meaningful contrasts, environmental allophonic variations, and combinatory phonetic rules.

b. Type of Speaking

As in the following taxonomy, according to Brown (2004), there are some basic types of speaking:

- 1) Imitative. The ability to merely parrot back (imitate) a word or phrase or a sentence is at one end of a continuum of kinds of speaking performance. While this is a purely phonetic level of oral production, the criterion's performance may include several prosodic, lexical, and grammatical properties of language.
- 2) Intensive. Production of short oral language sections demonstrates competence in a narrow range of grammatical, phrasal, lexical, or phonological relationships.
- 3) Responsive. Responsive includes communication and test

comprehension, brief conversations, standard greetings and small talk, simple requests, and comments at a somewhat limited level. This is a form of short answers to questions or comments initiated by teachers or students, providing instructions and directions. Usually, those replies are sufficient and meaningful.

4) Interactive. The difference in the interaction's length and complexity, which sometimes involves multiple exchanges and multiple participants, is between responsive and interactive speech. Interaction can take the two forms of transactional language intended to exchange specific information or exchange interpersonal information to maintain social relationships.

5) Extensive (monologue). Speeches, oral representations, and storytelling are extensive oral production tasks, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or excluded together.

c. Teaching and Learning of Speaking Skill

In Speaking, teaching materials must be fun and exciting for students to learn with happiness and not feel bored. According to Jean et al., cited by Susanty et al. (2017), some teaching materials can be used in Speaking, such as storybooks, songs, rhyme,

chants, games, posters, flashcards, and worksheets, video, CDs, and the Internet. The goal of teaching speaking should enhance the students' communicative skills because the students can express themselves in this way and learn how to follow the appropriate social and cultural rules in each communication situation.

According to Nunan (2003), teaching speaking is to teach learners to Produce the sounds and sound patterns of English speech, use the stress of words and phrases, intonation patterns, and the second language rhythm, select appropriate words and phrases according to the correct audience, situation and subject matter of the social environment, Organize a meaningful and logical sequence of their thoughts, Use language as a means of expressing judgments and values, Quickly and confidently use the language with few unnatural pauses, called fluency.

Language learning and mastery of speaking skills require regular practice and the central platform for acquiring all the skills they need in the classroom. The student's ability to speak in the speaking class must be supported by classroom management and strategic teaching speaking strategies. According to Brown (1994, p. 29), a language classroom's goal is communicative competence, so instruction must point towards all its components: organizational, pragmatic, strategic, and psychomotor. In

teaching-learning processes, communication in the classroom is crucial to achieving the objective of learning.

There are seven principles for teaching speaking according to Brown (1994), Focus on both fluency and precision, provide inherently motivating techniques, encourage the use of authentic language, provide appropriate feedback and correction, capitalize on the natural connection between speaking and listening, provide opportunities for students to initiate oral communication, and encourage the development of strategies for speaking.

3. Online Learning

a. Concept of Online Learning

Online learning is one of the uses of the Internet in education. Distance learning, online learning, e-learning, electronic learning, virtual learning, virtual classroom, or web-based learning are several terms that can be used to express online learning. According to Stern in Sarkar (2016), education via the Internet is online learning. Among other words, it is sometimes referred to as e-learning. However, online learning is only one type of distance learning -the general term for all distance learning that occurs in a traditional classroom and not in a traditional classroom.

According to Anderson and Elloumi at Athabasca University (2004), online learning always pays attention to providing access

to educational experiences as part of all distance education. In this sense, online learning is at least more flexible in space and time than campus-based education. As a subset of all online learning, distance education has always provided access to educational experiences that are more flexible in time and space than campus-based education.

Brooks et al. in Thamarana (2018) stated that a significant advantage of the Internet is that educators do not have to worry as much about software and hardware problems as in other situations. According to Chandra in Thamarana (2018), the ability of technology to reach learners in any place and at any time has the potential to encourage revolutionary changes in the paradigm of education. The student's success in interacting outside the class can evaluate the student's learning assessment tool.

Nowadays, the term online teaching and learning means learning with the aid of the Internet. However, based on the usage of various kinds of gadgets and facilities, distance education may be classified:

- 1) Correspondence Courses: conducted with little interaction through regular mail.
- 2) Tele courses: Where the content is transmitted via radio or TV broadcast.
- 3) CD-ROM Courses: where the learner communicates with the

content of static machines.

- 4) Online learning: The majority of content (80% or more) is administered through the Internet. (Kubo, 2009, p.92) synchronously or asynchronously.
- 5) Mobile Learning: utilizing devices such as cellular phones, PDAs, and digital audio players (iPods, MP3 players)

b. Types of Online Learning

According to Hrastinski in Sarkar (2016), can categorize online learning into two distinctive types, there are:

1) Asynchronous Online Learning

Asynchronous online learning is commonly facilitated by media such as email and discussion boards, which supports work relations among learners with teachers, even when participants cannot be online at the same time. He also argues that students get more time to refine their contributions, which are considered more thoughtful than synchronous online learning.

Electronic media that are capable of engaging people in different locations at the same time facilitate this type of learning. According to Kalpana in Mamattah (2016), participants log in and interact directly with the instructor and the other participants in the class at a set time. Obasa et al. in Mamattah (2016) stated the following are the electronic

media that are accessible in synchronous learning and used to create a complete, rich learning experience along with a sense of community among participants:

- Audio conferencing

Electronic methods such as Skype and other voice-over-internet protocols can be used to make audio conferencing possible. This approach allows participants and course instructors to engage in voice discussion, as is done in the regular classroom.

- Chat

Students do not have to wait for days before receiving feedback on any questions they may ask via emails with chat services but can receive an immediate response as in conventional classroom learning.

- Instant messaging

This format makes it possible to deliver instant messages, and contact is made between participants and instructors.

Those who are online at the time a message is sent can provide immediate feedback. However, when they next log in, those who are not online will see the history and discussion of messages/messages and will be able to provide feedback and add their input.

- Video conferencing

Just as in the conventional classroom, video conferencing allows real-time interaction between instructors and participants. The student can see their instructor's life, as in the conventional classroom, with video conferencing.

- Web conferencing

This format allows presentations, documents, and app demonstrations to be shared instantly to present fellow students and course instructors about their job assignments as in conventional classroom settings.

- Whiteboarding

Teachers can explain ideas and theories through the written word using a mouse - or an electronic stylus with a tablet. This service allows students in different locations to actively and collaboratively participate with the teacher to discuss and brainstorm ideas quickly.

- Application sharing

Application sharing is achieved when a web document that works just like Microsoft Word is created, such as Google Docs, and editing rights are given to all individuals involved in the learning process, allowing them to add ideas to the document. Sharing applications allows students and other users to put their ideas together

and agree on the final result to be presented.

2) Synchronous Online Learning

Synchronous online learning happens as video conferencing and chats support it, supporting e-learners in developing learning communities. Asynchronous learning offers students the means to easily access the resources and information they require to have a more straightforward and more successful learning experience. According to Obasa et al. in Mamattah (2016), the tools used in this type of learning include the following:

- Database

It is possible to organize and structure databases, thus enabling tutors/providers to manage content. This helps students who are not good at researching topics or may not have time to do research. A database provides access to resources that the student can choose from for his readily available studies.

- Document libraries

Document libraries allow participants to monitor their learning at any given point in time and keep up to date on how far they have progressed. Since asynchronous learning is self-paced, students may have very long breaks in their studies. However, access to a document library

service means that before resuming their work quickly from the same point later, they will be able to 'pause' their study at a given point.

- E-books

For course participants, electronic books are available. These e-books are available for offline downloading and reading. E-books serve as a complement to other activities for teaching and learning. E-books are identical to printed books, but they are accessible electronically and can be read easily anywhere and anytime on computers.

- Forums

These allow for easy collaboration and sharing of thoughts between participants. The strategy also provides students with the means to share problems and receive feedback and help from fellow students and instructors.

- Messaging (email)

Allows participants to share materials of the course between themselves. It also provides an avenue of direct contact with others and with instructors for participants.

- Streaming audio

A potential benefit of audio streaming is that until they know the message/learning results that are being relayed, the student can replay any recording several times.

- Streaming video

Video streaming involves streaming videos of pre-recorded content relevant to the course of study, just like audio streaming. This approach also allows instructors to demonstrate technical issues to the learners easily.

- Weblogs (Blogs)

Weblogs allow ideas to be disseminated and comments made. The students would have to log into their accounts in an asynchronous learning scenario and view the weblogs to review the information.

- Website links

This strategy creates a resource that directs users on external web pages to additional resources. To access and download the documents located there independently, the students are instead directed to links.

The researcher concludes that online learning is delivered electronically using the computer or computer-based media based on the explanation above. Online learning has been categorized as teaching and learning through asynchronous online and multimedia synchronous communication in higher education. There are many promises for online learning. However, it requires dedication and resources, and it must be done well. "Doing it

right" means that online learning materials need to be designed appropriately, focused on learners and learning, and adequate support needs to be provided. Online learning resources come from websites, the Internet, CD-ROMs, and DVDs to guide students to achieve better learning outcomes.

c. Advantages of Online Learning

According to Indira and Sakshu (2017), online learning is considered an advantage and disadvantages, including:

1) Accessibility

Online learning offers accessibility that allows a learner to learn from anywhere in the world. For students who want to study anywhere, this is a significant consideration so that their geographical location does not restrict learners who learn.

2) Personalized Learning

Online learning allows a person to plan and direct his or her learning. It can motivate, develop trust and self-esteem, overcome many obstacles faced by learners, personalize the learning experience, broaden access and enhance the learning experience while also helping individuals develop their ICT skills.

3) Develops cognitive abilities

In a study, Singh and Mishra in Indira (2017), E- Learning

helped develop student teachers' cognitive skills. It was found that e-learning program learners had higher levels of achievement than their counterparts. A student can find unlimited data that he can access by just clicking a button.

4) Cost-Effectiveness

According to Kellie & Ferguson in Indira (2017), students who want to study in this mode need access to the necessary computer hardware and often pay significant fees for access to an internet service provider. Online learning is cost-effective because less money is spent on college traveling and buying books or spending money.

5) Promotes Research

When they produce something of exceptionally high quality, students are excited to publish their work. They post the work on the web with their teachers' permission as examples for current and future students. Publishing work for students helps to create a legacy and archive of successful products in the classroom.

6) Basic Computer Skills

Students who choose to study online, both on and off-campus, have the opportunity to gain technical skills in the use of information communication technology (ICT). These abilities are likely to be beneficial to them in their

professional life and any future activities that may be marketable aspects of their education.

7) Equal Opportunity to all

All students are equal, not treated differently based on caste, religion, race, gender, religion, and disability, etc. Rather, online learning is a boon for students who are disabled and face commuting problems and for those sections of society who live in distant places where schools/colleges are located.

8) Self-Pacing

Without a time limit, online learning allows students to work and learn at their own pace. The Learner is free to complete the course's work according to his own will and can take as much time as he needs without the peers calling him slow.

9) Globalization

New technologies are reducing geographical obstacles to education. Experimenting with electronic learning situations in which students share ideas and resources, access current event information and historical archives, interact with experts, and use online databases is essential.

d. Disadvantages of Online Learning

Excessive use of technology, lack of careful planning, and implementation of e-learning can lead to several problems such as poor communication, isolation, frustration, stress, poor learning,

and teaching performance, wasted resources, and loss of revenue, in some cases. Besides having advantages, online learning also has several disadvantages, including:

1) Poor communication

In online learning, one does not have the opportunity to interact face-to-face with the teacher, which is very important for establishing a relationship between the teacher and the student. Research conducted by the International Open and Distance Learning Research Review suggests that online learning can create misunderstandings between the student and the teacher due to misinterpretation of tasks, which may negatively impact the teaching-learning process and student outcomes.

2) Feeling Isolated

Tim S. Roberts and Joanne M. Mcnerney emphasized the importance of interacting with fellow students, citing feelings of isolation from learners as a definite disadvantage of online learning (Indira and Sakshu, 2017). With the advancement of technology in modern times, students can connect via WhatsApp, Instagram, and Facebook with their online friends. The latter is sitting in remote locations but fails to meet and greet someone sitting next to them. This causes a feeling of isolation.

3) Lack of motivation

While studying, online learners lack motivation because they easily get distracted from anything else. For students who have difficulty with time management and tend to procrastinate, working at their own pace is a disadvantage. These students tend to be more successful in traditional learning structures,

4) Lack of Funds

In Indira (2017), Galusha points out that the downsides of technology include costs, hardware problems, internet issues, the production of course materials, and the availability of funds. Research shows that most educational institutions typically do not expect connectivity costs that may later cause obstacles to online learning.

5) Lack of quality

Online learning sometimes leads to a lack of quality in the teaching process. Too often, online teachers do not prepare for their lessons as seriously as possible, and this lack of commitment certainly has a profound and negative impact on the quality of online learning.

6) Poor accessibility in Remote Areas

There are pre-requisites for hardware, software, and connectivity facilities that allow online teaching and learning.

Some people do not have ready access to a computer and internet connection without any of these, and some who do have the necessary equipment feel ill- equipped to use it. So that online learning cannot achieve its objective.

4. Pandemic

According to Honigsbaum (2009), the word "Pandemic" originates from the Greek pan meaning "all and the people," demos, and the word is widely used to refer to a widespread infectious disease outbreak in a world of one or more continents at the same time. "An epidemic occurring worldwide, or over an extensive area, crossing international boundaries and usually affecting many people" an epidemic that happens worldwide or over a vast area, crosses international borders and usually affects many people (Harris, 2000). Morens et al. in Qiu, et al. (2017), modern definitions include "extensive epidemic," "epidemic [...] over an extensive area and usually affecting a large proportion of the population", and "distributed or occurring widely throughout a region, country, continent or globally," among others.

a. Pandemic Covid-19

According to Zu et al. in Mulyani (2020), in December 2019, coronavirus 2 (SARS-CoV-2) infections in Wuhan, Hubei Province, China, where severe acute respiratory infections spread across China and beyond. WHO formally referred to the illness

caused by the novel coronavirus as Coronavirus 2019 on February 12, 2020 (COVID-19). Coronavirus Disease (COVID-19) has never been reported in humans as a new type of virus. According to the Directorate General of Disease Prevention and Control (2020, p.11), Zoonosis is a coronavirus (transmitted between animals or humans).

The Minister of Education and Culture of Indonesia, Nadiem Anwar Makarim, issued a circular to avoid the Coronavirus (Covid-19) in the education unit. To invite various parties in the world of education to move together to face the Coronavirus, which WHO has officially designated as a global pandemic.

Based on the explanation above, the writer concludes that pandemic Covid-19 makes Indonesia's learning process switch from face-to-face learning to online learning to avoid the Coronavirus spread.

CHAPTER III

RESEARCH METHOD

This chapter presents the research method used in the research. It is divided into seven parts. They are a) Research Design, b) Subjects of the Study, c) Source of Data, d) Research Instrument, e) Data Collection Procedure, f) Data Analysis Procedure, and g) Data Endorsement.

A. Research Design

A research design is a blueprint or a detailed plan to conduct research (Yin, 2003, p.20-21). The research design's primary purpose is to help avoid evidence that does not address the initial research questions. Creswell (2012, p.293) argues that research design is a pattern of data collection, analysis, and interpretation followed by the researcher.

The design of this research is qualitative. According to Creswell (2009, p. 175), qualitative researchers collect data themselves through examining documents, observing behavior, or interviewing participants. This study focused on student's perception of online learning in pandemic situations in English-speaking classrooms. According to Silvestain (2003, p. 23), qualitative research involves analyzing and interpreting texts and interviews to discover meaningful patterns descriptive of a particular phenomenon. The researcher used a descriptive qualitative as the research design because the researcher wants to describe students' perception of the implementation of online learning in English-speaking classrooms and to

describe the handicaps that students felt on the implementation of online learning in English-speaking classrooms, especially in second-semester of English Education study program at IAIN Palangka Raya. According to Lamberts (2012), the goal of qualitative descriptive studies is a comprehensive summarization of specific events experienced by individuals or groups of individuals in simple terms.

B. Subject of the Study

This research was conducted at the English Education Study Program of the Institute of Islamic College Palangka Raya (IAIN Palangka Raya) in G. Obos street Islamic Center.

The Subject of this study is students of the English Education Study Program in IAIN Palangka Raya. Using purposive sampling, the researcher selected respondents with a purpose in mind: the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information from their knowledge or experience (lu, 2013, p.15).

The subjects' criteria are second-semester students majoring in English Education Study Program at IAIN Palangka Raya. The researcher chose second-semester students of the IAIN Palangka Raya English Education study program because they have been experiencing online learning in the *Public Speaking Survival English* class in the 2020/2021 academic year. In this research, the researcher determines the specific characteristics of the informants, as follows:

1. Second-semester students who are taking the *Public Speaking Survival English* course in the academic year 2020/2021.
2. Students who are active when discussing material during online learning in the Public Speaking course.
3. Students who are less active when discussing material during online learning in Public Speaking course.
4. Students who are undergoing online learning in a City, Suburb, and Borderland.

Based on the criteria above, the researchers selected respondents from two classes of second-semester students of the IAIN Palangka Raya English education study program for the 2020/2021 academic year that had the characteristics mentioned. The researcher took 15 people out of the total population.

C. Source of Data

The subject where the data is found is the source of the data. The data has been obtained from observation and students' interview results about their perception of online learning in pandemic situations in English speaking class, especially at the first level of the Speaking class, *Public Speaking Survival English* subject.

D. Research Instrument

In this study, the researcher gathered the data through observation, interviews, and documentation.

1. Observation

In this research, the researcher observed students' perception of online learning in English-speaking classrooms. According to Juanita et al. (2009), in qualitative research, observation is the deliberate noticing and examination of participant behavior in a naturalistic setting. The observation method is divided into two types, based on the role of the researcher, direct observation (participant) and indirect observation (non-participant).

Therefore, to create natural classroom activities, the researcher conducted participant observations. The researcher joined the *WhatsApp* group, which is used as an online learning medium. During the observation, the researcher directly observed the classroom situation and the implementation of online learning in the public speaking course.

In this study, the observation method was used to obtain data regarding the teaching and learning process activities carried out in public speaking classes through online learning. Observations are carried out by observing directly to the object of research to obtain a detailed picture to obtain accurate data so that a discussion in the study will be achieved.

2. Interview

According to Ary, Jacobs, and Sorensen (2010, p.438), the interview is one of the most common and fundamental procedures for

gathering qualitative data. Interviews are used to collect data from people in their own words about their opinions, beliefs, and feelings about a topic. The interview may provide information that cannot be obtained through observation or to verify observations.

In this study, the researcher used a semi-structured interview, and the questions are related to students' perception toward online learning in pandemic situations in English-speaking classrooms. According to Ary et al (2010), semi-structured interviews, in which the area of interest is chosen, and questions are formulated. The researcher chooses this type of interview because the questions can be developed based on the participants' answers and current situations. However, the interviewer may modify the format or questions during the interview process.

The interviewer undertook non-face-to-face interviews. The researcher preferred a non-face-to-face interview because it is more flexible and relaxed regarding time, location, and timetable. Also, the subject prefers a non-face-to-face interview due to the covid-19 pandemic. Up with the fast technological developments affect the qualitative study. Redlich-Amirav & Higginbottom (2014, p. 4) explained that data collection had been the most influenced field of qualitative research. Furthermore, they also stated that internet interviews often contain text, which is unusual in face-to-face interviews and can alter data collection and interpretation.

As stated by Alison Mackey and Susan (2015, p. 53), "the success of an interview is related to the wording of the questions. One way to avoid the problems that can arise from students' lack of English proficiency is, if possible, to allow students to be interviewed in their first language". According to this research statement, the interviewer used Indonesian to avoid respondents' misunderstanding of the question.

Fifteen informants were interviewed because they were thought to be representative of the problem in this study. In this case, fifteen students of the 2020 class of the English study department who took the Public Speaking Survival English course were selected using purposive sampling. There are nine critical questions that the researcher asks the informants to see how they feel about the implementation of online learning in the speaking classroom, and the list of questions is as follows:

1. What device do you use in online learning?
2. Does the internet network in your area support you in online learning?
3. What are applications most suitable for use as online learning media in Public Speaking courses during the Covid-19 pandemic?
4. Does online learning make it easier for you to learn speaking skills in a pandemic situation?
5. Did you understand the material explained by the lecturer through online learning in the Public Speaking course?
6. Was online learning effective in the Public Speaking course during the covid-19 pandemic?

7. Is there any improvement in your speaking ability after learning using the application that you are currently used on the online learning process during the Covid-19 pandemic?
8. Are there any difficulties when you learn speaking through online learning?
9. How do you feel overall about online learning to support your English speaking skills during the Covid-19 pandemic?

These nine questions were used as instruments in interviews with respondents whom the researcher had selected to answer the research problems in this study.

3. Documentation

Another way to get the data from respondents was through documentation. Sutopo (2006, p. 80) state that written documents and archives are sources of data that often play an essential role in qualitative research, significantly if the study's objective contributes to the background or different events that have occurred in the past that are directly connected to the conditions or current events under investigation.

Documentation is utilized to collect data in documents such as photos of activities and interview transcripts attached to the appendix. In this study, the documentation methods used were interview transcripts, screenshots of conversations in WhatsApp groups, and video recordings during observation.

E. Data Collection Procedure

According to Holloway (1997, p. 45), a data collection method is typically a researcher's procedure to obtain research data from the research participants physically. Data collection in qualitative research involves gathering information for a research project through a variety of data sources. In collecting the data, the researcher applied procedures as follows:

1. Data collection procedures for Observation

There are three steps in collecting data for observation:

- a) To join the group class, the researcher first requested permission from the lecturer
- b) The researcher joined the group class while the lecturer begins the subject.
- c) The researcher observed the lecturer and students learn about the learning process in speaking classes through online learning during the Covid-19 pandemic.

2. Data Collection Procedures for Interview

- a) The researcher posed some questions to the students who were selected as the informants of this research.
- b) The researcher interviewed the students and recorded their answers.
- c) The researcher collected the data on students' perceptions of online learning in English speaking classes and their obstacles during online learning.

3. Data Collection Procedures for Documentation

In this study, the researcher got the documentation from interview transcripts, videos recording, and some photos from the second-semester students when they were carrying out online learning in the *Public Speaking Survival English* course.

F. Data Analysis Procedure

According to Bogdan in Sugiyono (2015, p.244), data analysis is the process of searching and systematically arranging the interview transcript to increase your understanding of them and enable you to present field notes and other materials that you accumulate to others what you have discovered. Miles and Huberman (1994, p.10) stated, "data analysis was the process in which the data that had been got were analyzed using several techniques." The researcher gathered data from observations and interviews. The researcher used the data analysis technique: data collection, data reduction, data display, and conclusion drawing/verification.

1. Data Collection

After identifying the problem, the researcher gathered data by interviewing students for information and observing the teaching and learning process in public speaking class for further supporting data. The researcher made a list of interview questions to answer the problem under study. Then, the researchers selected respondents based on predetermined characteristics to get in-depth information

about perceptions through online learning in speaking classes in the Covid-19 pandemic. The researcher conducted interviews through the *WhatsApp* chat application in the form of text chats and also voice notes from respondents.

2. Data Reduction

According to Sugiyono (2014, p.247), data reduction means summarizing, selecting the fundamental things, focusing on important things, looking for themes and patterns. To begin with, collecting the data, the researcher gathered from observation, interview, and documentation. In this step, the researcher analyzed all the transcribed data. Then, the results of the interview were transcribed into written text by the researcher. In addition, the researcher eliminated irrelevant data and replaced data to answer the research question. The researcher selected the data from the interview transcript, and then the data that has nothing to do with the topic was deleted.

3. Data Display

According to Miles and Huberman (1994), a display is an organized, compressed information assembly that allows the drawing and action to be concluded. This step is accomplished by presenting a structured set of information and the possibility of concluding because the data obtained during the qualitative research process usually take

narrative text. The goal of narrative text is that the researcher described previously classified information about students' perceptions of online learning in English-speaking classrooms. Then findings were provided in narrative text form. It qualitatively analyzed and described the data.

4. Conclusion Drawing / Verification

Miles and Huberman (1994) stated that qualitative analysis begins to determine what things mean by noting regularities, patterns, explanations, possible configurations, causal flows, and propositions from the beginning of data collection. Temporary conclusions are drawn after the data has been collected. Those conclusions are continuously checked, and the quality of data collection is verified to get the correct conclusions about the research on 'Students' Perceptions of Online Learning in Pandemic Situations in English Speaking Classes at IAIN Palangka Raya.

G. Data Endorsement

According to Sugiyono (2005, p.121), data endorsement is needed to validate the data found in collecting the data. In deciding qualitative research data validation, the data validation test has specific characteristics such as credibility, transferability, dependability, and conformability. In this research, the researcher used credibility to validate the data.

1. Credibility

As Ary et al. (2010, p.500) stated, credibility is the same as the quantitative method's validity. Credibility in qualitative research concerns the truthfulness of the inquiry's findings. In the test of data credibility of internal validity, the data must be admitted and received the truth based on the study's information source. This study used evidence-based structural corroboration to enhance credibility (internal validity) in this study.

Eisner (1998, p.110) defines *structural corroboration* as a "means through which is multiple types of data are related to each other to support or contradict the interpretation and evaluation of a state of affairs. Structural corroboration uses different sources of data (triangulation) and different methods. A combination of data sources, like interviews, observations, relevant documents, and the use of different methods increase the likelihood that the phenomenon under study is being understood from various points of view (Ary et al., 2010, p. 489-499). The technique of credibility used by the writer is Triangulation. According to Sugiyono in Pratiwi (2017, p. 213), triangulation is defined as a data collection technique that combines different data collection techniques and existing data sources to gain accuracy in the research.

In this study, the researcher used the triangulation technique. According to Sutopo (2006), triangulation is the most common way to increase data validity in qualitative research. It can be concluded that

triangulation is a method of assessing the validity of data that does not rely on the data itself. It is used to validate or compare data. Concerning this, there are four types of triangulation techniques, namely (1) data source triangulation, (2) investigator triangulation, (3) methodological triangulation, and (4) theoretical triangulation.

In this study, the researcher conducted observation four times in the second semester of Public Speaking classrooms. Then, the researcher interviewed second-semester students in the Public Speaking course to get the data. Triangulation compares observed data with interview results. As a result, it became evident when compared to similar data collected from other different sources.

The researcher utilized an open-ended questionnaire, an interview, and documentation to collect data from the participants throughout this study. In this study, triangulation was used to verify the trustworthiness of the information collected. Triangulation was accomplished by comparing the results of an open-ended questionnaire and an interview.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses data obtained by the researcher in the field of study and includes data presentation, research findings, and discussion.

A. Data Presentation

This study started on March 8, 2021 at IAIN Palangka Raya. Observation, document, and interview results were used to collect the data. The researcher interviewed fifteen students. The details of observation and interviews with the participants were recorded via *Google Meet* and *WhatsApp*. This research finished on April 7, 2021.

1. Data of Observations

As a result of the Covid-19 pandemic, the government adopted learning from home to break the chain of spreading the coronavirus. Since then, IAIN Palangka Raya has followed this policy to change face-to-face learning into online learning. Observations that must be carried out in class are also transferred to online classroom observation, making this researcher change the research from a classroom to an online class.

The researcher observed online classes to determine the online teaching and learning process in the Public Speaking Survival English course and record it via screen recording and screenshots. The researcher observes how the situation and activeness between students

and the lecturer learn public speaking through online learning. Observations were made two times through the *WhatsApp* group and two times through *Google Meet*. Based on the observations, the public speaking teaching and learning process is not different (similar) between the two classes (A and B).

The first observation was held on Monday, March 8, 2021. As in the previous meeting, the lecturer asked the students to make a current list in fifteen minutes. Then, he continued the lesson material, which talking about "Introduction." In the learning interaction, the lecturer gave opening questions such as "how do you introduce yourself?" after that, the researcher found that students were confused and misunderstood the question from the lecturer. The lecturer explained the meaning of the question again, then the lecturer has given some questions again, and the students gave their response, and then they discussed it. Until the class ends, the learning process in the *WhatsApp* group closed by using greetings.

Next, observations were made on Tuesday, March 16, 2021, in B class. Following the *WhatsApp* group analysis screenshot, it could be seen that the lecturer sent two videos about "Routine and Telling Time." First, the lecturer provides opportunities for students to ask questions and discussed the videos. Then, one of the students asked the lecturer about the explanation in the second video. For Example, "I want to ask sir. On the second video, why do the words walk to work

put the word (to) and why the words start school and start work didn't?" After that, the lecturer answered her question and explained it.

On Monday, March 22, 2021, the third observation was made through Google Meet in class A. The researcher found that some students actively answered the question and discussed it with the lecturer based on the screen recording. If the students want to ask or want to give their responses, they should use English. Some students were seen going in and out of the Google Meet room and were slow to answer the lecturers' questions because their network is unstable. The learning process carried out by video conferencing is short because the time given by the application is limited. However, the students used that time to listen to the lecturer's explanation and discuss their public speaking. At the end of the lesson, the students are asked to make a current list in the column box on *Google Meet* room. Before closing the class, the lecturer informed the students that the assignment would be given via *WhatsApp*.

The last observation was held on Tuesday, March 23, 2021, through Google Meet in class B. The learning process through Google Meet in class B is not much different from class A. Based on the screen record, the researcher saw that the students were actively discussing with the lecturer, and some were taking notes on the material explained by the lecturer. However, there are some students

whose networks are disconnected. So they cannot listen to the explanation properly and cannot fill the list of attendees on Google Meet.

2. Data of Interview

The interview was done four times on March 24th, 26th, 27th, and 28th, 2021. The data was collected using the *WhatsApp* application via chatting and voice notes. The interview aimed to know the students' perception and the handicaps in the Public Speaking course through online learning. In this case, fifteen students from the English study department class of 2020 who took Public Speaking courses were picked using purposive sampling. There are nine questions that the researcher asked the informants to know how their perception toward online learning in English-speaking classrooms. The list of the questions are as follows:

Table 4.1 The Interview Items which was made by the Researcher

No	Questions
A	Perangkat apa yang Anda gunakan dalam pembelajaran online? <i>(What device do you use in online learning?)</i>
B	Apakah jaringan internet di daerah Anda mendukung Anda dalam pembelajaran online? <i>(Does the internet network in your area support you in online learning?)</i>

C	<p>Aplikasi apa yang paling cocok digunakan sebagai media pembelajaran online pada mata kuliah public speaking saat pandemi covid-19?</p> <p><i>(What are the most suitable applications for online learning media in Public Speaking courses during the Covid-19 pandemic?)</i></p>
D	<p>Apakah pembelajaran online memudahkan Anda dalam mempelajari keterampilan berbicara selama situasi pandemic?</p> <p><i>(Does online learning make it easier for you to learn speaking skills in a pandemic situation?)</i></p>
E	<p>Apakah kamu memahami materi yang dijelaskan dosen melalui pembelajaran online pada mata kuliah Public speaking?</p> <p><i>(Did you understand the material explained by the lecturer through online learning in the Public Speaking course?)</i></p>
F	<p>Apakah pembelajaran online efektif pada mata kuliah Public Speaking selama pandemi covid-19?</p> <p><i>(Was online learning effective in the Public Speaking course during the covid-19 pandemic?)</i></p>
G	<p>Apakah ada peningkatan kemampuan berbicara Anda setelah belajar menggunakan aplikasi yang saat ini Anda</p>

	<p>gunakan pada proses pembelajaran online saat pandemi Covid-19?</p> <p><i>(Is there any improvement in your speaking ability after learning using the application that you are currently used on the online learning process during the Covid-19 pandemic?)</i></p>
H	<p>Apakah ada kesulitan ketika Anda belajar <i>Public Speaking</i> melalui pembelajaran online?</p> <p><i>(Are there any difficulties when you learn Public Speaking through online learning?)</i></p>
I	<p>Bagaimana perasaan Anda secara keseluruhan tentang pembelajaran online untuk mendukung keterampilan berbicara bahasa Inggris Anda selama pandemi Covid-19?</p> <p><i>(How do you feel overall about online learning to support your English-speaking skills during the Covid-19 pandemic?)</i></p>

And the transcripts of interview with the informants are as follows:

1) Students' Perception Toward Online Learning in English Speaking Classrooms

a) Devices used during online learning

A said, "Laptop dan handphone. Terkadang kalau laptop

gak bisa terpaksa pakai handphone". (On March 24th 2021)

(Laptop and handphone. Sometimes if the laptop doesn't work, I use my handphone.)

MR said, "Handphone kak karena tidak ribet" (On March 24th 2021)

(Handphone, sis. Because it is simple)

MA said, "*Handphone atau laptop*" (On March 24th 2021)

(Handphone or laptop)

AA said, "*Biasanya kuliah online saya pakai hp sama Notebook kak*" (On March 24th 2021)

(Usually I used handphone and notebook for online learning.)

ED said, "*Paling sering saya gunakan yaitu handphone, laptop sebagai perangkat sampingan guna mengerjakan tugas dan sebagainya*" (On March 24th 2021)

(Most often I use a cellphone, then a laptop as a side device to do assignments and so on)

ZK said, "*Dalam pembelajaran online saya menggunakan android tapi terkadang menggunakan laptop*" (On March 24th 2021)

(In online learning I use Android (handphone), but sometimes I also use a laptop.)

PA said, "*Dalam belajar online saya menggunakan hp karena di handphone saya aplikasinya lebih lengkap*" (On March 26th 2021)

(In online learning, I use handphone because the application is more complete)

YF said, "*Selama perkuliahan ini saya lebih bnanyaknya menggunakan Hp dan tentunya juga laptop sebagai pendukung.*" (On March 26th 2021)

(During learning, I mostly used handphone and of course also laptop as a support.)

Y said, "*Laptop karena menurut saya lebih mudah dan bisa lebih leluasa penggunaannya saat kuliah*" (On March 26th 2021)

(In my opinion, laptop. Because it is easier to use in college.)

ANS said, "*Biasanya menggunakan hp atau laptop ka. Tapi lebih sering pake hp ka karna lebih mudah*" (On March 27th 2021)

(Usually I use a cellphone or laptop, sis. But more often use handphone because it's easier.)

K said, "*Pake laptop kadang juga pake HP*" (On March 27th 2021)

(I use laptop but sometimes also handphone.)

RF said, “Handphone” (On March 27th 2021)

(Handphone)

SS said, “*Pas pembelajaran online tuh kadang bisa pakai laptop atau ngga kalau lagi ngga malas buka laptop tuh bisa pake HP soalnya kalau pake hp tuh lebih cepet lebih gampang*” (On March 28th 2021)

(In online learning, sometimes I used laptop or handphone. I think using a handphone is faster and easier)

KNM said, “Perangkat yang biasa saya gunakan untuk pembelajaran online itu HP dan laptop” (On March 28th 2021)

(The devices that I usually use for online learning are HP and Laptop)

AAB said, “Perangkat yang biasa saya gunakan untuk pembelajaran online itu HP dan laptop” (On March 28th 2021)

(The devices that I usually use for online learning are HP and Laptop.)

b) Applications That Are Suitable For Use In Online Learning In Speaking Classes

A said, “*Zoom, WhatsApp dengan meet, karena ketiga ini lebih mudah digunakan walaupun dengan meet dan zoom lebih banyak kuota yang dipakai namun untuk*

beberapa materi yang sulit dipahami ini lebih menguntungkan untuk dapat bertanya kepada dosen juga meminta penjelasan lebih mudah” (On March 24th 2021)

(Zoom, WhatsApp, and Google Meet, because they are all easier to use. Although gmeet and zoom use more quotas, for some materials that are difficult to understand, it is more profitable to ask the lecturer to ask for easier explanations.)

MR said, *“Zoom, karena bisa bertatap langsung dengan dosen dan lebih efektif”* (On March 24th 2021)

(Zoom, because it can meet directly with lecturers and is more effective)

MA said, *“Aplikasi Zoom”* (On March 24th 2021)

(Zoom Application)

AA said, *“Menurut saya, aplikasi yang cocok selama pandemi menggunakan zoom kak. Soalnya enak langsung liat dosennya ngomong, bisa tanya jawab juga”* (On March 24th 2021)

(In my opinion, an application suitable for use during a pandemic is the Zoom application. It is easier to see the lecturer talking directly, and can ask questions)

ED said, *“Kalau menurut saya pribadi, untuk mata kuliah ini lebih baiknya bisa menggunakan Google Meet untuk proses pembelajaran”* (On March 24th 2021)

(I think for this course is better using Google meet for online learning)

ZK said, *“Menurut saya aplikasi yang paling cocok digunakan sebagai media pembelajaran online pada mata kuliah Public Speaking adalah video conference seperti Zoom ataupun Google Meet”* (On March 24th 2021)

(In my opinion, the most suitable application to be used as an online learning medium in Public Speaking courses is video conferencing such as Zoom or Google Meet)

PA said, *“Kalau menurut saya aplikasi yang paling cocok digunakan sebagai media pembelajaran online dalam mata kuliah Public Speaking adalah group WA karena lebih memudahkan. Saya dapat memahaminya dengan video-video sehingga video tersebut dapat saya ulang-ulang dan saya dapat berlatih lebih cermat lagi dalam berbicara dengan baik”* (On March 26th 2021)

(In my opinion, the application that is most suitable for use as an online learning medium in the Public Speaking course is the WhatsApp group because it makes it easier. I can understand it through the video by watching it over and over again so that I can practice good speaking skills.)

YF said, *“Menurut saya aplikasi yang paling dimudahkan itu adalah Google Meet dan WA grup”* (On

March 26th 2021)

(In my opinion, the most convenient applications are Google Meet and the WA group)

Y said, “Eee.. menurut pendapat saya aplikasi yang paling cocok ialah aplikasi Zoom karena disitu kita bisa secara langsung berinteraksi dengan dosen” (On March 26th 2021)

(Eee.. in my opinion the application that suitable in online learning is Zoom because we can directly interacting with the lecturer)

ANS said, “*Zoom atau Google Meet, agar lebih paham apa yang diterangkan oleh dosen*” (On March 27th 2021)

(Zoom or Google Meet, so that I better understand what the lecturer explained.)

K said, “*Aplikasi Zoom, karena apa ya karena biar enak dengarin sama teman-teman di kelas gitu*” (On March 27th 2021)

(Zoom application because it is convenient when listening with classmates)

RF said, “*Menurut saya, aplikasi zoom yang paling cocok di gunakan sebagai media pembelajaran online mengingat public speaking adalah mata kuliah yang mengharuskan orang yang bersangkutan untuk melakukan*

speaking secara langsung” (On March 27th 2021)

(In my opinion, the Zoom application is most suitable for online learning because in the Public Speaking course we have to practice speaking directly)

SS said, “*Untuk mata kuliah Public Speaking yang cocok itu Zoom sama Google Meet*” (On March 28th 2021)

(Through online learning, the suitable applications for Public Speaking courses are Zoom and Google Meet)

KNM said, “*Menurut saya aplikasi yang cocok digunakan sebagai media pembelajaran mata kuliah Public Speaking adalah Zoom*” (On March 28th 2021)

(In my opinion, an application that is suitable for use as a learning medium for the Public Speaking course is Zoom)

AAB said, “*Menurut saya aplikasi yang paling cocok digunakan sebagai media pembelajaran pada mata kuliah Public Speaking adalah video call grup seperti Zoom meeting, Google Meet*” (On March 28th 2021)

(In my opinion, the most suitable learning media app for this Public Speaking course is group video calls like *Zoom meetings and Google Meet*)

c) The Role Of Online Learning In English Speaking Classrooms

A said, *“Memudahkan karena tidak perlu pergi ke kampus karena saat ini sedang wabah korona, juga biaya kuliah yang lebih sedikit karena tidak perlu mengontrak kost”* (On March 24th 2021)

(Make it easy because I don't need to go to campus when there is a corona outbreak like this. There are also less school fees because there is no need to rent a boarding house)

MR said, *“Bisa di bilang iya karena kita juga bisa sambil belajar di rumah”* (On March 24th 2021)

(Yes, because we can also study at home.)

MA said, *“Sangat memudahkan karena proses pembelajaran jadi lebih fleksibel”* (On March 24th 2021)

(It is very easy because the teaching and learning process becomes more flexible)

AA said, *“Selama pandemi, pembelajaran online sangat membantu kak”* (On March 24th 2021)

(During a pandemic, online learning is very helpful)

ED said, *“Menurut saya pembelajaran secara daring kurang memudahkan mahasiswa dalam mempelajari keterampilan berbicara”* (On March 24th 2021)

(In my opinion, online learning doesn't make it easier for students to learn speaking skills)

ZK said, *“Untuk saat ini, iya memudahkan karena kita bisa mendapat banyak referensi mulai dari Youtube, internet dan sebagainya”* (On March 24th 2021)

(For now, it's easy because we can get many references from Youtube, the internet and so on)

PA said, *“Pembelajaran secara online dapat saya pahami karena penjelasannya cukup bagus”* (On March 26th 2021)

(I can understand in online learning because the explanation is quite good.)

YF said, *“Menurut saya dalam pembelajaran online ini ada hal yang mempermudah kita dalam pembelajaran”* (On March 26th 2021)

(In my opinion, in online learning there are many things that make it easier for us to learn)

Y said, *“Kalau menurut saya sebenarnya agak sedikit menyulitkan karena pembelajaran online membuat kita tidak terbiasa dengan banyak orang”* (On March 26th 2021)

(In my opinion, it's actually a bit difficult because online learning makes us unfamiliar with many people)

ANS said, *“Sulit ka karena susah dimengerti”* (On March 26th 2021)

(It is difficult because it's hard to understand)

K said, “Sulit kak karena tidak tau dimana letak salah kita dalam berbicara” (On March 27th 2021)

(It's difficult sis because we don't know where we went wrong in speaking)

RF said, “Kalau untuk memudahkan, menurut saya sangat minim mengingat bahwa mata kuliah dari public speaking adalah materi yg mengajarkan perihal berbicara di depan khalayak” (On March 27th 2021)

(In my opinion, learning online is not easy. As we know, the material in this Public Speaking course teaches us to speak in public.)

SS said, “Sampai saat ini untuk situasi kondisi pandemic seperti ini sudah cukup dimudahkan” (On March 28th 2021)

(So far in a pandemic situation like this it has been fairly straightforward)

KNM said, “Sebenarnya pembelajaran online sedikit menghambat dalam mempelajari keterampilan berbicara atau Public Speaking ini dikarenakan kita tidak bisa melihat secara langsung bagaimana dosen menjelaskan dan mencontohkan bagaimana Public Speaking itu yang sebenarnya” (On March 28th 2021)

(Actually, online learning is a bit of a barrier in

learning speaking skills or Public Speaking because we can't see firsthand how lecturers explain and give examples of how Public Speaking really is)

AAB said, "*Mempelajari keterampilan berbicara pada pembelajaran online menurut saya sangat memudahkan sekali*" (On March 28th 2021)

(In my opinion, learning speaking skills in online learning is very easy)

d) Lecturers' Explanation

A said, "*Memahami walaupun kadang ada sulit memahaminya. Biasanya sulit memahami karena lelah atau sedang ada pikiran, atau penjelasannya sulit dipahami*" (On March 24th 2021)

(Yes I get it. Although sometimes it is difficult to understand. Usually it is difficult to understand because I am tired or have thoughts, or the explanation is difficult to understand.)

MR said, "*Bisa di bilang iya tapi kadang-kadang gak ngerti*" (On March 24th 2021)

(I think yes, but sometimes we can not to understand)

MA said, "*Saya sangat mengerti karena dosen menjelaskan dengan baik*" (On March 24th 2021)

(I really understand because the lecturer explains it

well)

AA said, “Sejauh ini, materi public speaking yang dikasih sama sir Ali Mirza Alhamdulillah bisa dipahami dengan baik, kak” (On March 24th 2021)

(So far, Alhamdulillah I understand the material of Public Speaking course that given by mr. Ali Mirza, sis)

ED said, “*Sangat kurang memahami, karena pribadi saya lebih memahami penjelasan dari dosen itu secara langsung atau tatap muka*” (On March 24th 2021)

(I really don't understand, because personally I better understand the explanation from the lecturer in person or face to face)

ZK said, “*Sejauh ini saya memahami karena penjelasan yang diberikan dosen cukup jelas dan disertai referensi-referensi lainnya seperti video dari Youtube atau link web internet dan apabila kami kurang paham kami diberikan kesempatan untuk bertanya*” (On March 24th 2021)

(So far I understand because the explanation given by the lecturer is quite clear and is accompanied by other references such as videos from *You Tube* or internet web links and if we don't understand we are given the opportunity to ask questions)

PA said, *“Menurut saya pembelajaran Public Speaking secara online cukup efektif”* (On March 26th 2021) (In my opinion, online learning in the Public Speaking course is quite effective)

YF said, *“Jujur saja, saya ketika dosen menjelaskan apalagi setiap virtual ini bagi saya kurang efektif karena kadang-kadang saya tidak bisa menangkap apa yang dosen itu katakana”* (On March 26th 2021)

(To be honest, online learning is less effective because sometimes I can't understand what the lecturer explains.)

Y said, *“Kalau saya sendiri kadang tidak memahami materi yang dijelaskan oleh dosen dikarenakan biasanya kalo lewat Zoom kadang terkendala oleh jaringan”* (On March 26th 2021)

(Sometimes I don't understand the material explained by the lecturer through Zoom because of network constraints)

ANS said, *“Memahami”* (On March 27th 2021)

(Yes, I get it)

K said, *“Alhamdulillah sejauh ini paham kak”* (On March 27th 2021)

(Alhamdulillah,so far I get it, sis)

RF said, *“Tidak, saya kurang memahami”* (On March

27th 2021)

(Not. I do not really understand)

SS said, “*Sampai sekarang paham terus aja*” (On March 28th 2021)

(So far, I get it.)

KNM said, “*Melalui pembelajaran online kami cukup memahami materi yang dijelaskan oleh dosen namun agak sedikit kesulitan dalam hal mempraktekannya*” (On March 28th 2021)

(Through online learning, it is sufficient for us to understand the material explained by the lecturer. But we also find it a bit difficult to practice it.)

AAB said, “*Materi yang disampaikan oleh dosen bisa dipahami dengan baik*” (On March 28th 2021)

(The material presented by the lecturer can be understood well)

e) The Effectiveness of Online Learning in A *Public Speaking* Course

A said, “*Menurut saya efektif karena tidak perlu ke kampus dalam situasi pandemi ini*” (On March 24th 2021)

(In my opinion, it is effective because there is no need to go to campus in a pandemic situation)

MR said, “*Iya, ka. Apalagi kan ada aplikasi zoom dan*

Google meet sekarang jadi bisa mempermudah para mahasiswa” (On March 24th 2021)

(Yes, sis. Especially now that there are zoom and google meet applications, so that it can make it easier for students to greet each other with lecturers and learn together during a pandemic like this)

MA said, *“Sangat efektif karena masih pandemi pembelajaran online sangat membantu” (On March 24th 2021)*

(Very effective because it is still a pandemic, online learning is very helpful)

AA said, *“Selama pandemi, pembelajaran online public speaking cukup efektif kak” (On March 24th 2021)*

(During the pandemic, learning public speaking online was quite effective, sis)

ED said, *“Sebenarnya, kalau menurut saya kurang efektif. Tapi mau bagaimana lagi, jika kondisi yang tidak memungkinkan” (On March 24th 2021)*

(Actually, in my opinion it is not effective. But it can't be helped, if the conditions are not possible)

ZK said, *“Menurut saya kurang efektif karena saat dosen ada kesibukan lain dia lebih memilih mengajar lewat grup WhatsApp yang notabennya kita disitu hanya mengetik*

bukan speaking” (On March 24th 2021)

(In my opinion, it is less effective because when the lecturer has other activities, he prefers to teach via *WhatsApp* groups where we can only type and not speak)

PA said, “*Kalau menurut saya Public Speaking ini lebih efektif kalo dijelaskan secara langsung sehingga mahasiswa akan lebih terbiasa dalam speaking di depan umum” (On March 26th 2021)*

(In my opinion, Public Speaking is more effective if it is explained directly so that students will be more accustomed to speaking in public.)

YF said, “*Menurut saya kurang efektif dimana mata kuliah Public Speaking ini mengharuskan kita praktek dan alangkah baiknya jika kita bertemu secara tatap muka” (On March 26th 2021)*

(In my opinion, it is not effective because this Public Speaking course requires us to practice. It would be nice if we meet face to face)

Y said, “*Kalau menurut saya pembelajaran online agak kurang efektif untuk mata kuliah Public Speaking” (On March 26th 2021)*

(In my opinion, online learning is a bit less effective for the Public Speaking course)

ANS said, *“Efektif, karna kita bisa belajar bersama walaupun dengan secara online belajar dengan serius dan enjoy”* (On March 27th 2021)

(Effective, because we can seriously study together and even enjoy in online learning)

K said, *“Tidak efektif kak, karena pembelajaran online itu efektifnya buat penugasan saja. Sedangkan mata kuliah public speaking kita harus mempelajari tata cara berbicara”* (On March 27th 2021)

(Not effective, sis because I think online learning is effective for task. Meanwhile in Public Speaking course we should learn about the manner of speaking)

RF said, *“Kalau menurut saya sendiri sangat tidak efektif karena mata kuliah ini lebih mudah di pahami juga di lakukan secara tatap muka”* (On March 27th 2021)

(In my opinion, it is less effective because this course is easier and more practical in face-to-face learning.)

SS said, *“Iya efektif karena sebagai alternative kita tidak bisa bertemu secara langsung di kampus”* (On March 28th 2021)

(Yes, it is effective because as an alternative we cannot meet in person on campus)

KNM said, *“Untuk pembelajaran online dalam mata*

kuliah Public Speaking selama masa pandemic berjalan secara efektif dan berjalan seperti biasa” (On March 28th 2021)

(Online learning about Public Speaking courses during the pandemic was effective and running as usual)

AAB said, “Pada masa pandemic ini pembelajaran online sangat efektif karena memang tidak memungkinkan mahasiswa untuk melakukan pembelajaran secara offline” (On March 28th 2021)

(During this pandemic, online learning was very effective because it did not allow students to learn offline)

f) Lack of Improving Speaking Skills

A said, “Ya, menurut saya kemampuan berbicara saya meningkat karena walaupun dalam kondisi pandemi seperti ini dan pembelajaran online dengan aplikasi seperti zoom dan lain-lain para dosen masih meminta mahasiswa untuk menggunakan bahasa Inggris sesering mungkin agar meningkatkan kemampuan kami” (On March 24th 2021)

(Yes, I think my speaking ability has improved even in a pandemic like this. Despite online learning through apps like zoom and others, the lecturer still asks students to use English as often as possible to improve our speaking skills)

MR said, “Iya sedikit ka. Maksudnya itu gak bnyak yang

penting bisa masuk setiap dosen menjelaskan blablabla”
(On March 24th 2021)

(Yes just a little. I mean, there is not much that can be applied from the lecturer's explanation)

MA said, “*Ada peningkatan walaupun sistem online karena disitu saya dapat belajar percaya diri dan dapat melatih kemampuan berbicara saya*” (On March 24th 2021)

(*There have been improvements though through the online system because there I can learn to be confident and be able to practice my speaking skills.*)

AA said, “Peningkatan speaking selama masa pandemi kayanya kurang kak. Soalnya kalau materi mungkin paham, tapi mempraktekkan secara langsung masih kurang” (On March 24th 2021)

(The improvement in speaking during the pandemic is not enough, bro. The problem is that the material may be understood, but it's still lacking in direct practice)

ED said, “*Justru malah sebaliknya, dikarenakan saya kurang memahami betul jika secara daring. Jadi menurut saya peningkatan kemampuan berbicara tidaklah meningkat, melainkan sangat menurun*” (On March 24th 2021)

(On the other hand, I don't really understand in online

learning. So in my opinion my speaking ability has not improved, it has actually decreased drastically)

ZK said, "*Peningkatan pasti ada, namun tidak signifikan karena media pembelajaran kita bukan hanya video conference akan tetapi WhatsApp grup, dan disitu kami diberi link video-video speaking dan bisa jadi hanya sedikit mahasiswa yang membuka atau mempelajari video tersebut*" (On March 24th 2021)

(There is indeed an increase, but it is not significant because our learning media is not only video conferencing but also WhatsApp group. The lecturer gave us the video-speaking link and I think that only a few students opened or learned by the videos)

PA said, "*InsyaAllah, ada sedikit peningkatan dalam pembelajaran online ini karena saya dalam melatih berbicara sering mengulang-ngulang video sehingga saya lumer dalam berbicara*" (On March 26th 2021)

(InsyaAllah, there is a slight improvement from this online learning because I often practice speaking by repeating videos frequently so that I can speak fluently.)

YF said, "*Iya, karena jika kita lewat seperti aplikasi Google Meet kita bisa melihat dosen itu bagaimana menerangkannya dan juga cara mempraktekkan bagaimana*

cara berbicaranya” (On March 26th 2021)

(Yes. Through Google Meet, we can see the lecturer how to explain it and also how to practice speaking)

Y said, “*Kalau kemampuan berbicara bisa di bilang ada peningkatan tapi peningkatannya tidak banyak dikarenakan juga karena biasanya terkendala pembelajaran*” (On March 26th 2021)

(For speaking ability, it can be said that there is an increase although not much because it is constrained by learning)

ANS said, “*Agak sedikit meningkat karna bisa mengulang materi yang dikirim kan oleh dosen berupa file atau Vidio*” (On March 27th 2021)

(It increased a little bit because I could repeat material in the form of files or videos sent by the lecturer)

K said, “*Lumayan ada kak tapi ngga terlalu banyak meningkat, ya itu karna tidak bisa bertatap muka secara langsung dan ngga bisa praktek speaking*” (On March 27th 2021)

(Not bad, but not much more. This is because we cannot meet face to face and cannot practice speaking)

RF said, “*Menurut saya pribadi, kalau untuk saya, kemampuan speaking saya belum sama sekali meningkat*”

atau masih bisa dibilang dasar sekali” (On March 27th 2021)

(In my opinion, my speaking skills have not improved at all or are still very basic)

SS said, *“Kemampuan berbicara terutama pada mata kuliah Public Speaking sudah lumayan agak meningkat dari sebelum-sebelumnya”* (On March 28th 2021)

(The speaking ability in the Public Speaking course has improved considerably from before.)

KNM said, *“Untuk kemampuan berbicara atau speaking skills sedikit meningkat namun tidak sama seperti kuliah offline atau tatap muka dikarenakan banyaknya hambatan mulai dari jaringan internet, hingga kuota ketika pembelajaran sedang berlangsung”* (On March 28th 2021)

(For speaking skills, there is a slight increase, but it is not the same when learning offline or face-to-face because of the many obstacles such as internet networks and quotas when studying)

AAB said, *“Kemampuan berbicara saya setelah menggunakan aplikasi yang saat ini di gunakan sedikit demi sedikit berkembang”* (On March 28th 2021)

(My speaking ability after using the application that is currently in use has gradually improved. Online media

applications also help to practice my speaking skills)

g) Students' Feelings During Online Learning in a Public Speaking Course

A said, "*Perasaan saya senang dan sedih, senang karena tetap dapat kuliah dengan normal walaupun dengan aplikasi dan sedih karena tidak dapat merasakan kehidupan kuliah seperti normalnya*" (On March 24th 2021)

(My feelings are happy and sad. I am happy because I can still go to college normally even though only through the application and also I am sad because I can't experience college life as normal)

MR said, "*Perasaan saya senang dan aplikasinya juga sangat membantu*" (On March 24th 2021)

(I feel happy and the application is also very helpful)

MA said, "*Perasaan saya sangat senang karena walaupun sistem online keterampilan bahasa Inggris saya tidak ada masalah malah keterampilan bahasa Inggris saya semakin membaik karena dosen menerangkan sangat baik*" (On March 24th 2021)

(My feeling is very happy because even with the online system, my English skills are not a problem. In fact, my English skills got better because the lecturer explained it very well.)

AA said, “*Perasaan saya selama pandemi covid-19 Alhamdulillah senang kak*” (On March 24th 2021)

(During learning in the covid-19 pandemic situation, Alhamdulillah, I was happy)

ED said, “*Perasaan saya, yaa jujur saya kurang puas dalam pembelajaran speaking secara daring ini, kembali ke awal tadi mau bagaimana lagi, jika keadaan pun juga tidak memadai*” (On March 24th 2021)

(To be honest, I am not satisfied with this online speaking lesson, but what can I do if the conditions are also inadequate)

ZK said, “*Menurut saya masih baik, karena pada saat pembelajaran kita dapat melatih skill speaking kita lewat media atau video conference yang digunakan*” (On March 26th 2021)

(I think it is still good, because during learning we can practice our speaking skills through media or video conferencing)

PA said, “*Menurut saya pembelajaran online pada public speaking itu cukup menyenangkan*” (On March 26th 2021)

(I think online learning in public speaking is quite fun)

YF said, “*Perasaan saya ada senang dan ada susahnyaa.*”

Senangnya itu jika ee tidak ada kesulitan sama sekali dalam pembelajaran itu dan juga senangnya itu kalau dosen tentunya tidak memberikan tugas karena jika dosen memberikan tugas ini apalagi yang belum paham itu akan sangat kesulitan sama sekali” (On March 26th 2021)

(I have feelings of joy and difficulty. The joy is if there are no difficulties at all in learning and also the joy when the lecturer does not give assignments. If the lecturer gives an assignment that cannot be understood, it will be very difficult. Besides that, I was also happy when the lecturer explained new knowledge to us. Well, that's what makes me happy because I can get knowledge from him.)

Y said, *“Menurut saya cukup baik dan menambah wawasan”* (On March 26th 2021)

(I think it's quite good and adds insight)

ANS said, *“Perasaannya pastinya setiap memasuki pembelajaran pastinya gugup dan takut juga ada karna baru pertama kalinya belajar public speaking”* (On March 27th 2021)

(The feeling is, of course, every time I take lessons, I certainly feel nervous and afraid because it's the first time I'm learning public speaking)

K said, *“Perasaannya ada senangnya dan ada susahny*

karena selama pandemi covid-19 kita disuruh belajar sendiri dirumah” (On March 27th 2021)

(I feel happy and sad because in this pandemic situation we learn alone from home)

RF said, *“Kalau untuk saya pribadi, bagaimana perasaan saya sebenarnya ada perasaan bangga tersendiri dari diri saya karena kan selain saya belajar dengan orang-orang luar biasa, juga ini adalah ilmu yang berguna apalagi untuk nanti” (On March 27th 2021)*

(My real feeling is that I feel proud of myself because besides I study with these extraordinary people it will also be useful knowledge, especially for later.)

SS said, *“Ada susah ada senang ada sedihnya juga sih. Yaa soalnya untuk senangnya itu apa ya lebih gampang gitu terutama pas pandemic gini.” (On March 28th 2021)*

(There is difficulty, there is joy and there is sadness. I'm happy because online learning makes it easier during this pandemic)

KNM said, *“Perasaan saya sangat senang dikarenakan walaupun dalam keadaan pandemic seperti ini kegiatan pembelajaran masih tetap dilakukan dan diusahakan semaksimal mungkin” (On March 28th 2021)*

(My feeling is very happy even though in a pandemic

like this, learning activities are still being carried out and maximized as much as possible)

AAB said, *“Dalam pembelajaran online ini perasaan saya senang karena walaupun dilakukan secara online, mata kuliah Public Speaking tetap bisa berjalan dengan baik dan saya tetap merasakan pengembangan dalam mata kuliah ini”* (On March 28th 2021)

(In online learning, I feel happy because even though it is online, the Public Speaking course can still run well and I still feel the development in this course)

1. The Handicaps on Online Learning in Public Speaking

a) Unstable Network

A said, *“Iya, Alhamdulillah mendukung”* (On March 24th 2021)

(Yes, Alhamdulillah supportive.)

MR said, *“Kadang-kadang mendukung kadang-kadang tidak karena tower nya dari kecamatan dan jaraknya jauh”*

(On March 24th 2021)

(Not all the time supportive because the tower is far from my district)

MA said, *“Sinyal ditempat saya sangat bagus cuma kadang-kadang sinyal jaringan seluler yang tiba-tiba putus-putus kalau sedang hujan atau listrik padam”* (On March

24th 2021)

(The signal is good in my home. But sometimes the cellular network signal suddenly cuts out when it rains or the power goes out.)

AA said, *“Di pulang pisau sebenarnya jaringannya lumayan bagus, cuman kalau hari nya lagi mendung, hujan biasanya sinyalnya hilang tiba-tiba”* (On March 24th 2021)

(The signal in Pulang Pisau is good. But if it is cloudy and rainy, the signal usually disappears suddenly)

ED said, *“Alhamdulillah, saya rasa untuk jaringan internet di daerah saya cukup memadai saja, lumayan lancar dan tidak terlalu buruk”* (On March 24th 2021)

(Alhamdulillah, I think the internet network in my area is quite adequate, quite smooth and not too bad)

ZK said, *“Alhamdulillah, saya berada di ma’had IAIN Palangka Raya jadi internetnya sangat baik dan mendukung pembelajaran online”* (On March 24th 2021)

(Alhamdulillah, I am at Ma'had IAIN Palangkaraya now, so the internet is very good and supports online learning.)

PA said, *“Jaringan internet dirumah saya sangat mendukung dalam pembelajaran online karena kami menggunakan wifi”* (On March 26th 2021)

(At my home the internet network is very supportive of

online learning because we use wifi.)

YF said, *“Ya, karena saya tinggal di palangkaraya yang umumnya kota yang dimana rata-rata jaringannya itu lancar”* (On March 26th 2021)

(Yes, because I live in the city of Palangkaraya and the network is good.)

Y said, *“Kalo jaringan internet di daerah saya sangat tidak mendukung dalam pembelajaran secara online. Nah karena itu saya menetap di Palangkaraya untuk sementara waktu agar tidak mengganggu perkuliahan saya”* (On March 26th 2021)

(The Internet network in my area is particularly unsupportive of online learning. Therefore I stayed in Palangkaraya for a while so as not to interfere with my studies)

ANS said, *“Kadang kadang jaringan disini susah ka. Misalnya disini sedang hujan deras nah sinyalnya agak lelet dan kalo listrik nya mati sinyalnya juga hilang”* (On March 27th 2021)

(Sometimes the network here is difficult, sis. For example, there is heavy rain and blackout here, the network will slow down and disappear.)

K said, *“Mendukung, kebetulan saya pakai Wifi kak jadi*

ya Alhamdulillah” (On March 27th 2021)

(Supportive, Alhamdulillah because I use wifi)

RF said, “Kadang lancar, Kadang ngelag biasanya tergantung cuaca” (On March 27th 2021)

(Sometimes good and bad. Depending on the weather)

SS said, “Mendukung dan sejauh ini ngga ada kendala yang terlalu memberatkan” (On March 28th 2021)

(Supporting and so far not too burdensome)

KNM said, “*Jaringan internet di daerah saya mendukung untuk melakukan pembelajaran online. Namun ada suatu waktu ketika hujan atau mati lampu atau mati listrik, sinyal internet bisa terhambat*” (On March 28th 2021)

(The internet network in my area supports online learning. However, there are times when it rains or the power goes out, the internet signal can be interrupted.)

AAB said, “Jaringan disini sangatlah bagus” (On March 28th 2021)

(The network here is really good)

b) Students' Difficulties in Online Learning in The Public Speaking Course

A said, “*Ada beberapa kesulitan seperti masalah jaringan dan aplikasi yang overheat atau sejenisnya.*”

Jadinya force close” (On March 24th 2021)

(There are several difficulties, such as network problems and overheated applications resulting in a force close)

MR said, “*Kesulitannya grogi panas dingin badan karena mungkin tidak terbiasa ngomong ke orang banyak*”

(On March 24th 2021)

(The difficulty is I feel nervous because I may not be used to talking to many people)

MA said, “*Tidak ada masalah. Namun terkadang ada gangguan akibatnya suara tidak terdengar jelas saat berbicara memasuki zoom atau Google Meet*” (On March

24th 2021)

(Nothing. But, sometimes there are distractions, so that the voice is not heard clearly while studying through Zoom or Google Meet)

AA said, “*Kesulitannya bicara dikelas online mungkin agak canggung kak soalnya ga ketemu langsung*” (On

March 24th 2021)

(The difficulty in learning Speaking in an online class is that I might feel a little awkward)

ED said, “*Untuk kesulitan sebenarnya tidak ada yang sulitnya itu jika terkendala oleh jaringan*” (On March 24th

2021)

(Actually there is no difficulty, only constrained by the network)

ZK said, “*Kesulitan yang biasa terjadi adalah ketika ingin speak up di depan kamera saat video conference tiba-tiba kita blank. Lalu yang kedua, karena pembelajaran dilakukan dirumah atau di tempat tinggal masing-masing kita terkadang suka terganggu dengan suara-suara kebisingan kegiatan rumah*” (On March 24th 2021)

(The usual difficulty occurs when I want to speak up in front of the camera during a video conference, suddenly my brain is blank. Then the second is due to learning from home, so that we can be disturbed by the noises of home activities. It can be quite distracting)

PA said, “Menurut saya pembelajaran online ini tidak menyulitkan malah memudahkan dengan adanya sumber-sumber referensi lain yang dapat digunakan untuk menambah pemahaman” (On March 26th 2021)

(In my opinion, online learning is not difficult because there are other reference sources that can be used to increase understanding)

YF said, “*Menurut saya selama ini tidak ada kesulitan karena selama pembelajaran online ini apalagi secara virtual jika kita bertatap muka lewat aplikasi seperti*

Google Meet atau Zoom” (On March 26th 2021)

(I don't think there are any difficulties so far. During this online learning, especially if we meet directly through applications such as *Google Meet* or *Zoom*)

Y said, “*Kalau secara pribadi belajar berbicara melalui kelas online itu menurut saya tidak ada hambatan namun terkadang kesulitannya itu berada di jaringan*” (On March 26th 2021)

(In my opinion, learn to speak through online classes, I don't think there are any obstacles, but sometimes the difficulty lies in the network)

ANS said, “*Tidak ada kesulitan*” (On March 27th 2021)

(No problem.)

K said, “*Ada kak, karena pengucapan aku juga belum terlalu bagus dan masih harus banyak belajar*” (On March 27th 2021)

(Yes, sis. My pronunciation is also not very good and I still have a lot to learn” (On March 27th 2021)

RF said, “*Nah kalau untuk kesulitan saat belajar online itu sendiri yaa terutama pasti emm jaringan juga, terus juga kuota*” (On March 27th 2021)

(The difficulty in online learning is networking and internet quota)

SS said, “*Ada. biasanya beberapa kesulitan. Eee pertama itu pas mau jawab pertanyaan dosen. Itu biasanya keduluan sama teman yang lain. Terus pas mau bicara dengan dosen kadang dosennya itu bisa ga dengar gitu pas mau bicara atau jaringan terus juga dipengaruhi dengan kurangnya kosa kata dalam bahasa Inggris yang dikuasai, gitu*” (On March 28th 2021)

(Yes, I have some difficulties. First, when I want to answer a question, the lecturer usually goes first with other friends. Then when I wanted to talk to the lecturer, sometimes the lecturer could not hear me and I was also constrained by my inadequate English vocabulary)

KNM said, “*Kesulitan-kesulitan yang sering kami alami yaitu berupa jaringan internet, kuota internet, ataupun waktu dalam belajar dikarenakan biasanya aplikasi dalam Zoom itu hanya durasinya 40 menit*” (On March 28th 2021)

(The difficulties we often experience are internet networks, internet quotas, and time to study. Thorough the Zoom application, the available time is only forty minutes)

AAB said, “*Kesulitan belajar berbicara melalui kelas online menurut saya tidak ada, justru hal ini memudahkan mahasiswa*” (On March 28th 2021)

(In my opinion, there are no difficulties in learning to

speaking through online classes, in fact this makes it easier for students)

B. Research Findings

After finding some desired data from the results of research observation, interview, and documentation, the researcher analyzes the findings and explains the implications of the results of a study on Students' perception toward online learning in pandemic situations in English-speaking classrooms at IAIN Palangka Raya. As the previous chapter explains, the researcher uses descriptive qualitative analysis and data obtained through observation, interview, and documentation. Parameters are used as benchmarks in qualitative research. In this study, the population was used as the research measure. Then, the results of observations and interview answers from selected informants were used as research parameters. There were fifty-seven students who became the object of observation and fifteen respondents who were selected based on predetermined characteristics to answer the formulation of questions in this study.

The researcher made observations in the second semester in Public Speaking class every Monday and Tuesday each week. The observation started from March 8, 2021, till March 23, 2021, 15.00 WIB until 16.40 WIB through *WhatsApp* group and 15.00 WIB until 16.00 WIB through *Google Meet*. The researcher found the teaching and learning process in the Public Speaking class through online learning based on the

data presented. In the learning Public Speaking course, the lecturer often used *WhatsApp group* in text or chatting to discuss the material during online learning in pandemic Covid-19.

Before the class started, the lecturer asks them to make a current list of the day. They have given time fifteen minutes to fulfill the current list. Then, the learning started with a discussion of the material that has been scheduled for each meeting. Almost all students are active in answering questions given by the lecturer, but some students only listened to the material and explanations from the lecturer without participating in the discussion. Also, through the *WhatsApp group*, sometimes there is miscommunication between students and the lecturer. Therefore, the lecturer must explain the questions well, even through text or chatting, to understand.

The following observation did through the *Google Meet* application. The results of this observation are not much different from a previous observation made through the *WhatsApp group*. Same as previous observation, the lecturer explained the material that has been scheduled in each meeting, and they are made a present list. However, through *Google Meet*, the students are more active in discussions. The lecturer asked them to used the English language in discussed or answers' questions. This condition made students were active in using English and practiced their speaking skills. However, learning through *Google Meet* also has deficiencies such as networking. Several students were seen

going in and out of the Google Meet room because the network was disrupted due to heavy rain. However, almost all students like and were active in online learning through *Google Meet* because they can listen to a direct explanation and practice speaking correctly.

1. Students' Perception Toward Online Learning in Pandemic Situations in English Speaking Classrooms

The first research problem is investigating students' perception of learning public speaking through online learning during the Covid-19 pandemic. The researcher conducted observation and interviews with fifteen students to answer the first research question to obtain information. As a theoretical basis for analyzing students' perception of online learning, previous research from Maskun et al. (2020) conducted a study to determine students' perception of the implementation of online learning. The result that the implementation of online learning is that some students were dissatisfied with online learning. The majority of students already knew about it and had a positive perception of its application.

Based on interview results about the students' perception toward online learning in English speaking classrooms, the researcher found that students' perceptions of the device used in online learning are handphones and laptops. At this first item of an interview, the data obtained from the interview answered that most of the students used

handphones in online learning. However, they also used laptops to support learning during online learning.

Based on the observation and interview, the researcher found that the suitable applications for online learning media in public speaking courses during pandemic Covid-19 were *Google Meet* and *Zoom*. As the statement MR, MA, AA, ED, ZK, K, RF, and SS, they choose *Google Meet* and *Zoom* as suitable applications in online public speaking courses. This application is suitable for public speaking courses because students need applications such as video conferencing or face-to-face online learning to practice their speaking skills. In line with ZK, based on the results of the interview, she stated:

“In my opinion the most suitable application to be used as an online learning medium in Public Speaking courses is video conferencing such as Zoom or Google Meet because there we can practice our speaking, pronunciation, and conversation with classmates.”

The results of interview item 3 about the role of online learning in pandemic situations in English-speaking classrooms found that most of the respondents' answers were that online learning made it easy to learn public speaking. They also said that online learning helped them learn to speak in this pandemic situation. It is flexible, can access many videos from the internet, and spread coronavirus

they not met directly with other people on the campus. However, some respondents also stated that online learning in the public speaking course makes them confused about the material explanation. Through online learning, they felt they could not practice well their speaking ability.

Based on the interview results, the respondents stated that there was no problem with the explanation from the lecturer. In line with ZK and AAB, they stated that they could understand the material explained because it was delivered in an easy-to-understand way and accompanied by various reference sources such as the internet and YouTube. Besides that, even though they understand the explained material, in practice, they do not master speaking skills because learning is done online, so they cannot practice directly. As KNM said in an interview on March, 28th 2021:

“Through online learning, we quite understand the material explained by the lecturer but have a little difficulty in practicing it.”

In line with the second-semester students in English Speaking classrooms' statement from the interview result with A, MR, MA, AA, SS, ANS, KNM, and AAB. The researcher found that online learning was influential in the public speaking course. They stated that online learning is effective because it does not allow students to do offline learning. Through online learning, students do not need to

go to campus in this pandemic situation. Also, online learning has been supported by applications that can help the teaching and learning process, such as *Google Meet* and *WhatsApp*. Through these applications, students can still carry out the learning process from home so that it helps to avoid the spread of Covid-19.

During the interview, the researcher found that during the interview, second-semester students in public speaking courses stated that online learning has helped improve their speaking skills, although not ultimately. Even though they cannot learn face to face, their speaking skills can improve because they take advantage of learning videos sent by their lecturers and use English learning applications on the internet to help them learn speaking.

The researcher found the students' feelings during online learning in public speaking courses based on the interview result. They felt happy and sad through online learning. During the Covid-19 pandemic, online learning is beneficial. With online learning, students can carry out the teaching and learning process even from home. Based on the observation, the lecturer used *WhatsApp* and *Google Meet* applications, which made it easier for students to learn Public Speaking online. Besides that, students can also access the internet and use applications that support English learning to broaden their horizons. In addition, the thing that makes students feel sad is that they cannot experience everyday college life.

2. The Handicaps on Online Learning in Pandemic Situations in English Speaking Classrooms

Based on the results of observations and interviews, the researcher found difficulties students face during online learning in speaking classes. Based on the data that has been collected, the researcher found that students who live in the suburbs and borderland often experience unstable networks due to bad weather and when the power goes out. In line with ANS' statement, which stated:

“Sometimes the network here is complicated. For example, here it is raining heavily, the signal becomes slow and if the electricity goes out the signal is also lost”.

Meanwhile, the respondents who live in the city of Palangka Raya stated that they did not experience network problems because they used *Wifi*. In addition, when the researcher made observations in the speaking class via google meet on the third observation on March 22, 2021, ED students were seen going in and out of the Google Meet room because the network was not stable. This is the following interview answers from ED respondents who stated that the network constrained online learning.

The findings are based on data collected from data interviews; internal and external factors from students become handicaps in online learning. The internal factors include a lack of confidence

when using English, nervousness, feeling shy, and being afraid to make mistakes when using English. Meanwhile, external factors that become handicaps for students are lack of vocabulary mastery, internet network, internet quota, study time, and disturbing home activities.

C. Discussion

In this session, the writer discussed two problems that were conducted as a research problem of study. This research focused on students' perception of online learning and the handicaps in implementing online learning in a Public Speaking course. The researcher found students' perception of online learning in speaking class based on observation and interview results.

As stated earlier, the researcher researched the problem. Based on the data that has been collected, the implementation of online learning in public speaking courses is felt by students majoring in English class 2020 at IAIN Palangka Raya. The researcher used purposive sampling to interview 15 students majoring in the English studies class of 2020 who took public speaking courses. The researcher asked the respondents/informants nine key questions to determine their perspective on implementing online learning in public speaking courses. The following is a summary of the results of this study:

1. **Students' perception toward the implementation of Online Learning in public speaking classrooms**

In collecting data, the researcher found that most of the second-semester students experience the same perception terms of what devices are used for online learning, how the internet network is in their area when making online learning, applications for online learning that are suitable for online learning in the classroom Public Speaking, the obstacles in online learning, their feelings during online learning during the Covid-19 pandemic, and the handicaps in English speaking class through online learning.

Based on the data taken through an interview, it could be stated that the second-semester students in English speaking classrooms at IAIN Palangka Raya had similarities and differences from the students' perception of online learning compared with a previous study written by Sujarwo et al. (2020), which was stated that students are interested in using online learning during the Covid-19 pandemic, which can be accessed flexibly, anywhere, and everywhere.

The device used for online learning is a teaching and learning method that utilizes the internet and learning tools (Fitriani et al., 2020). Based on the data interview that has been collected, the researcher found that to support online learning. The second-semester students use mobile phones. They prefer using mobile phones because it is more straightforward than laptops, especially when learning

through *WhatsApp* groups. In addition, they also use laptops as a second supporting device in online learning.

In learning public speaking through online learning, the lecturer often uses *WhatsApp* groups to discuss the material and sometimes used *Google meet* the application. Koohang & Harman (2005) argued that education delivery through various electronic media, such as the internet, intranets, extranets, satellite TV, video/audiotape, and CD ROM, is referred to as e-learning. Through *WhatsApp* groups, lecturers send material in videos to students to study and then discuss them together. In line with Amelia (2019) stated that the teacher could use *WhatsApp* applications to share educational and learning resources and establish broad-based discussions on a variety of topics, especially in speech. Based on observations, the researcher observed that students were quite active in discussing through *WhatsApp* groups. However, most students considered that public speaking courses could not be conducted online through group discussions via text, such as *WhatsApp* group text messages. This finding is different from previous research from Susilawati and Triyo (2020), which stated that *WhatsApp* is an application that increases learning motivation in online learning in the Covid-19 pandemic era. The students stated that through *WhatsApp*, they can only understand the material theoretically, but not practically. They feel that online

learning in public speaking classes is not practical because they cannot practice speaking directly.

Suitable application; based on the collected data, most of the respondents stated that the application suitable for online public speaking learning is *Zoom* or *Google Meet*, which are included in the synchronous online learning type section. Hrastinski (2008) argued that synchronous online learning occurs because platforms such as video conferencing and chats support it. This type of online learning supports electronic learners in developing learning communities by asking and answering questions in real-time. Thus, the researcher concludes that online learning through video conferencing such as *Google meet* can help make it easier for students to learning public speaking can interact directly at the same time to discuss learning materials. Both lecturers and students can meet intensively (Wibowo, 2020, p. 113). When learning occurs, they can see how the lecturer practiced speaking correctly, such as pronunciation and language style. Through video conferencing learning, students can also practice their speaking skills by interacting with lecturers when discussing the material.

Based on the data collected, the researcher concludes that students feel happy and sad during online learning. They feel happy because they can still learn as usual even though they are online. In a pandemic situation, they find it helpful through online learning

applications that make it easier for them to learning speaking, such as *WhatsApp* and *Google meet*, which can be used flexibly. In line with Anderson & Elloumi (2004), argued that as a subset of all distance education, online learning has always aimed to provide access to educational experiences that are at least as flexible in time and location than campus-based education. In addition, students also felt safer because learning can be done from home, so they do not worry about contracting the coronavirus. They also argue that the lecturer in public speaking courses teaches them easy-to-understand and uses applications that support their learning. Therefore, students do not have too much difficulty understanding the material being explained.

Based on the research findings, it can be concluded that most students gave a positive response to online learning in Public Speaking class in the Covid-19 pandemic. However, some students considered that they were dissatisfied with online learning in speaking classes because they could not meet face to face when learning public speaking.

2. The handicaps on the implementation of online learning in English Speaking classrooms

This section describes the results of the research from the second question in the formulation of the problem. The results of this study were collected based on observations that have been made and

interviews regarding the difficulties experienced by second semester Public Speaking class students in online learning in pandemic situations.

Unstable network; online learning cannot achieve its goals due to poor accessibility in remote areas (Indira & Sakshu, 2017). Based on the interview answers, the researcher concluded that the first handicap by students when learning speaking through online learning was the internet network when online learning is often disrupted due to bad weather or rain. As is known, online learning requires a good internet network to produce a good learning process. However, if the internet network is not stable, it will disrupt learning. During the observation, the researcher saw that some students had internet network problems because of the bad weather in their area. They are seen in and out of the *Google meet* meeting room because their internet network is less stable. In such circumstances, students will be left behind in explaining the material from the lecturer because learning is carried out directly simultaneously. There is no video repetition of the explanation of the material.

The researcher concluded that the next difficulty was that online learning in the Public Speaking class did not improve students' ability to speak English. Through online learning, Public Speaking students interact more through *WhatsApp* groups, so that the speaking component they got was a little bit. Brown (1994, p. 29) stated that a

language classroom's goal is communicative competence, so instruction must point towards all its components: organizational, pragmatic, strategic, and psychomotor. In teaching-learning processes, communication in the classroom is crucial to achieving the objective of learning. Although they can understand the explanation from the lecturer regarding the *Public Speaking* material, most of them think that online learning in the *Public Speaking* class does not much improve their speaking skills. Through the Public Speaking online class, the students said they did not know the correct way of public speaking, were not fluent in pronunciation, and were often nervous about speaking English. As students, MR, AA, and K stated, they were nervous when asked to speak English during the learning process through Google meet. They are not confident because their pronunciation is not good. Based on the interview, the researcher concluded that there are several obstacles faced by students when learning public speaking through online learning, namely; Internal factors that come from the learners themselves, such as feeling nervous, feeling shy, incapable of understanding, and afraid of making mistakes in using English. The external factors are vocabulary, internet network, internet quotas, time to study, and disturbing home activities.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions based on the research findings and discussion. The analysis in the previous chapter was summed up, and the researcher tried to suggest some essential matters concerning the discussion of this research. These suggestions were considered necessary for everyone, especially lecturers, in teaching English speaking in pandemic situations.

A. Conclusion

The result of this research was summed up as follows:

Regardless of the challenges students face, based on the study results, it can be concluded that students have positive perceptions of online learning in the Public Speaking class during a pandemic situation. They consider online learning to help their teaching and learning activities even though it is not entirely practical. The existence of several obstacles mentioned in the internal and external factors felt by students during online learning is expected to be an evaluation material in the future so that they are always ready to face situations like this.

Based on the research findings, it can be concluded that most students gave a positive response to online learning in Public Speaking class in the Covid-19 pandemic. However, some students considered that they were dissatisfied with online learning in speaking classes because they could not meet face to face when learning public speaking. The researcher concluded that the respondents like online learning because it helped them with safety

health and saving costs for transportation. For online learning media in speaking class, students prefer video conferencing such as Zoom or Google meet to support their online learning in speaking class. These applications make it easier for students to learn speaking directly even though they are online and helped learning makes effective. Based on the result, almost all respondents stated that they had no problem with the explanation given by their lecturers when teaching Public Speaking courses through online learning.

They can understand the material because the explanation by the lecturer is good and accompanied by references from the internet or Youtube. Based on the students' feeling during the Covid-19 pandemic, they felt online learning were beneficial. With online learning, students can carry out the teaching and learning process even from home. However, they also feel sad because they cannot experience everyday college life.

Based on the data obtained from observation and interviews, the researcher concluded that students have internal and external factors that affect them when they learn public speaking. Internal factors come from the learners themselves, such as feeling nervous, shy, incapable of understanding, and afraid of making mistakes in using English. The external factors are vocabulary, internet network, internet quotas, time to study, and disturbing home activities.

B. Suggestion

Based on the conclusion of the study, the researcher would like to give some suggestions as follows:

1. For the Students

By using online applications as online learning media, students are expected to be more independent in learning. They need to do more practice in speaking to help them improve their understanding of public speaking material.

2. For the Lecturer

Through online learning in the Public Speaking class, the lecturer has explained the public speaking material well. However, it is hoped that the lecturer can use more video conferencing media to teach public speaking to make it easier for students to learn and practice speaking directly.

3. For the Further Researcher

The researcher recognizes that the design of this study is relatively simple, and there are still many weaknesses to be found. As a result, it is hoped that future researchers would improve this research by using a better design and various items to support the findings. The researcher also hopes that this study may be utilized as a resource for future research.

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